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ปัจจัยที่เกี่ยวข้องกับการปฏิบัติงานทางวิชาการของนักศึกษาระดับปริญญาตรี  
ที่มหาวิทยาลัยการจัดการและเศรษฐศาสตร์ในจังหวัดพระตะบอง ประเทศกัมพูชา

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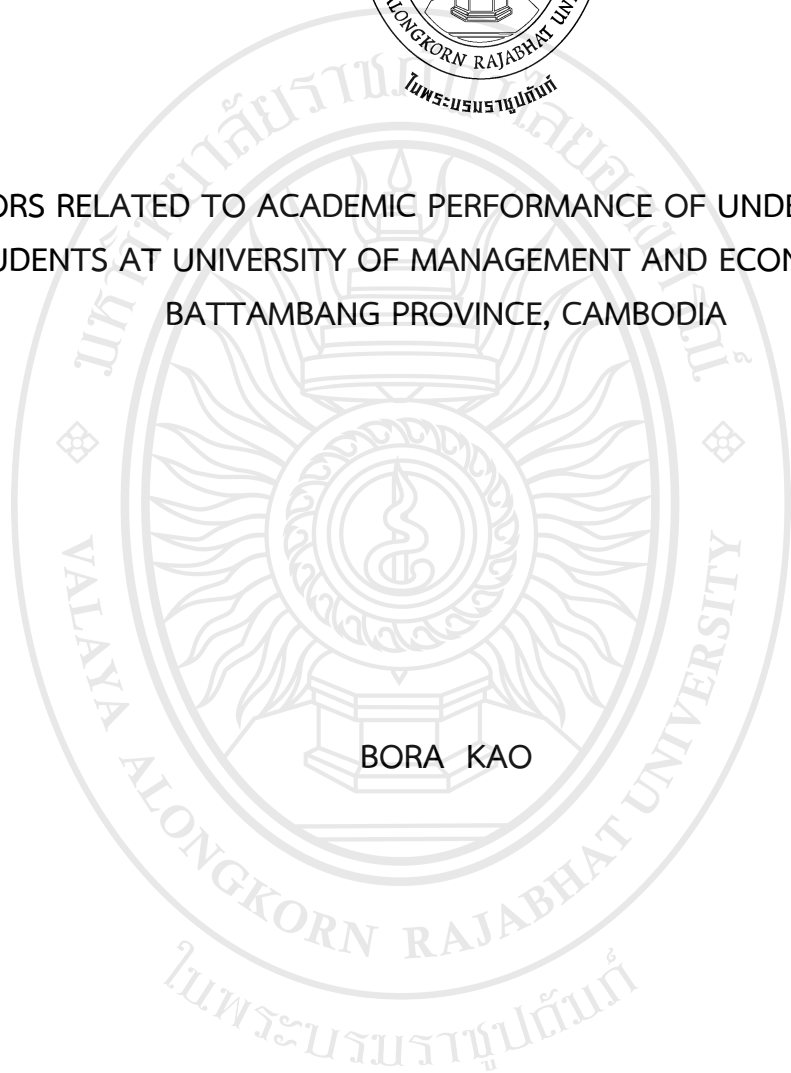
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FACTORS RELATED TO ACADEMIC PERFORMANCE OF UNDERGRADUATE  
STUDENTS AT UNIVERSITY OF MANAGEMENT AND ECONOMICS IN  
BATTAMBANG PROVINCE, CAMBODIA



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GRAD VRU

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### บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาปัจจัยที่เกี่ยวข้องกับการปฏิบัติงานทางวิชาการหมายถึงผลสัมฤทธิ์ทางการเรียนซึ่งรวมถึงงานที่ปฏิบัติในรายวิชา ผลการทดสอบย่อยและสอบปลายเทอม ผลคะแนน คุณลักษณะอันพึงประสงค์และเจตคติของนักเรียนต่อการเรียนรู้ของตนเอง ของนักศึกษาระดับปริญญาตรีในมหาวิทยาลัยการจัดการและเศรษฐศาสตร์ จังหวัดพระตะบอง ประเทศกัมพูชา จำนวนประชากรรวม 1,037 คน จากนักศึกษา 5 คณะของมหาวิทยาลัยการจัดการและเศรษฐศาสตร์ จังหวัดพระตะบอง ประเทศกัมพูชา กลุ่มตัวอย่างเป็นนักศึกษา จำนวน 289 คน ซึ่งได้มาจากการใช้สูตรของทาโร ยามาเน เครื่องมือที่ใช้ในการวิจัยเป็นแบบสอบถาม ซึ่งได้รับการตรวจสอบโดยผู้เชี่ยวชาญจำนวน 5 คน โดยมีค่า IOC ระหว่าง 0.60-1.00 ค่าความเชื่อมั่น 0.95 สถิติสำหรับการวิเคราะห์ความสัมพันธ์ระหว่างปัจจัย เช่น ครู นักเรียน ผู้ปกครองและมหาวิทยาลัย และการปฏิบัติงานทางวิชาการของนักศึกษาระดับปริญญาตรีที่มหาวิทยาลัยการจัดการและเศรษฐศาสตร์ในจังหวัดพระตะบอง ประเทศกัมพูชา โดยใช้ค่าสัมประสิทธิ์สหสัมพันธ์เพียร์สัน

ผลการวิจัย พบว่า

1) ภาระบวกรเรียนการสอนของครูผู้สอนและการปฏิบัติงานทางวิชาการมีความสัมพันธ์ที่สูงที่สุดอันดับแรก อย่างมีนัยสำคัญที่  $r = 0.675, p < 0.01$  กลยุทธ์การเรียนรู้ของนักเรียนและผลการปฏิบัติงานวิชาการมีความสัมพันธ์ที่สูงที่สุดอันดับสอง อย่างมีนัยสำคัญที่  $r = 0.595, p < 0.01$  และผู้ปกครองและผลการปฏิบัติงานวิชาการมีความสัมพันธ์ที่สูงที่สุดอันดับสาม อย่างมีนัยสำคัญที่  $r = 0.580, p < 0.01$

2) ผลการศึกษาครั้งนี้ชี้ให้เห็นความสำคัญของภาระบวกรเรียนการสอนของครูผู้สอน ครูควรมีความรู้ดีและมีประสบการณ์การสอนที่หลากหลายเพื่อปรับปรุงการปฏิบัติงานทางวิชาการของนักศึกษา นักศึกษาควรมีกลยุทธ์ที่ดีทางการเรียนเพื่อเพิ่มประสิทธิภาพทางการเรียน อีกทั้งผู้ปกครองต้องให้ความช่วยเหลือและสนับสนุนเพื่อให้บุตรหลานของพวกเขาได้รับการศึกษาที่ดีต่อไป

**คำสำคัญ :** ปัจจัย การปฏิบัติงานทางวิชาการ มหาวิทยาลัยการจัดการและเศรษฐศาสตร์ จังหวัดพระตะบอง ประเทศกัมพูชา

Thesis Title	Factors Related to Academic Performance of Undergraduate Students at University of Management and Economics in Battambang Province, Cambodia
Student	Bora Kao
Student ID	55B54680212
Degree	Master of Education
Field of Study	Curriculum and Instruction
Thesis Advisor	Dr.Phithack Nilnopkoon
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### ABSTRACT

The objective of this research was to study the factors related to academic performance which affect academic achievement. These included performance in coursework, performance on tests and examinations, and desirable characteristics and attitudes of undergraduate students toward learning at the University of Management and Economics in Battambang Province, Cambodia. The population of this research consisted of the 1,037 students from the five faculties at the University of Management and Economics in Battambang Province, Cambodia. The sample consisted of 289 respondents and was derived using Taro Yamane's formula. The research instruments was a questionnaire examined by five academic experts and with an IOC ranging between 0.60-1.00 and a reliability of 0.95. Pearson's correlation coefficient was used to analyze the relationship between factors such as teachers, students, parents and university and the academic performance of the undergraduate students at the University of Management and Economics in Battambang province, Cambodia.

The research findings were as follows:

1) The highest significant correlation was found to be between the teachers' instructional processes and academic performance ( $r= 0.675, p<0.01$ ). The second highest significant correlation was between student learning strategies and academic performance ( $r= 0.595, p<0.01$ ), and the third highest significant correlation was between parents education and academic performance ( $r= 0.580, p<0.01$ ), respectively.

2) The results revealed the importance of the teachers' instructional processes and how teachers should be knowledgeable and have extensive teaching experiences to better improve the academic performance of the students. As for the students, they should have good learning strategies to enhance their academic performance. It is also very important that parents help and support their children to gain a good education.

**Keywords:** Factors, Academic Performance, University of Management and Economics in Battambang Province, Cambodia

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LONGKORN RAJABHAT UNIVERSITY  
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## CHAPTER ONE

### INTRODUCTION

This Chapter contains the background, purpose, objectives, questions, hypotheses and significance of the study.

#### 1.1 Background

Academic performance refers to outcome of education that affected by some factors including students, parents, teachers and university that was announced by Educational Provincial Officer of Battambang. Geiser and Santelices (2007), Acato (2006), and Swart (2007) all argue that students which are a reflection of the previous performance influence future academic performance. The Ministry of Education, Youth and Sport of Cambodia (2011) announced that tertiary institutions in Cambodia have had found that a select rank based on a student's overall academic achievement is the best single predictor of tertiary success for most tertiary courses. The researcher agrees with the scholars that students related to academic performance at university and that is why according to the MoEYS (2015), the basis for entry to university is the students who was derived from students' basic knowledge and students' learning experiences.

Graetz (1995) one's educational success depends very strongly on parents' education, Parents and attention. Considine and Zappala (2002) argue that families where the parents are advantaged socially, educationally and economically, foster high level of achievement in their children. The researcher agrees with Considine and Zappala (2002) because students from higher social economic and educational basic of parents are well exposed to scholastic materials, which aid their intelligence. Sentamu (2003), Kwesiga (2002) and Portes and Macleod (1996) as cited in Considine and Zappala (2002) all argue that the type of school a child attends influences academic achievement. According to a report on higher education performance, which was produced by the University of Management and Economics, the most reliable predictor of student success in college is the academic preparation of students in high school.

The researcher adapted the systems theory input-output model by Ludwig Von Bertalanffy in the early 1950s. This theory, according to Koontz and Weirich (1988) postulated that an organized enterprise does not exist in a vacuum but depends on its external environment thus the enterprise receives inputs, transforms them and exports the output to the environment. In this study the university admits

students (inputs) and then transforms through teaching and learning which is reflected by the students' academic performance (output): 1. Performance in course work, 2. Performance in test and examination, 3. Students' desirable characteristic, 4. Students' attitude toward their learning, MoEYS (2015).

The students are required to meet satisfactory academic progress in course work performance by Higher Educational Institution of Cambodia, HEICs (2014). This means that they must meet the minimum academic performance requirements as established by the university. What constitutes satisfactory academic progress depends on the level of the program or, in some circumstances, requirements specific to an individual program in course work, MoEYS, (2015) The Educational policies of Cambodia require all coursework students to maintain satisfactory progress in their programs. Satisfactory progress is outlined in the Academic Progress rules, HEICs (2014). Academic performance according to the HEI of Cambodia (2003) is frequently defined in terms of examination performance. In this study academic performance was characterized by performance in tests and examination in course work of undergraduate students. According to the UME annual reports stating that students' weights is attached to the applicant's past academic records (UME) and according to the Cambodia Universities and other Tertiary Institutions act (2012) there are two main students' basic knowledge and students' learning experiences to higher education in Cambodia. The students for this study were characterized by school background and study skills. Durden & Ellis (2002) observed that measures of prior educational performance are the most important determinants of student performance. This implies that the higher the previous performance, the better the students will perform academically.

The performance in test is to exam that is intended to a real-life legal task that future students may face to achieve in academic performance, Sentamu (2003). Determining what exactly performance testing is proved to be more difficult than student's expectation. Testing expert Scott Barber (2001) attempts to pinpoint a definition while recognizing that it may be impossible for the industry to settle on one set explanation.

A performance test may include tasks such as writing a legal performance of academic, performance testing as part of a technical specification is covered on a different sections ACC (2009).

The performance in examination, Higher Educational Institute of Cambodia 2013 announced that there are several education systems have taken steps to improve the quality of examinations over the past two decades by, for example,

using more diverse modes of assessment, by including items that test higher-order thinking skills, and by assessing students' ability to apply their knowledge and skills in situations outside the school as well as in scholastic contexts. The expectation is that such improvements will impact on what is taught and what is learned to reinforce the power of examinations to impact on practice in schools of academic performance, the publication of examination results to increase competition between schools, the provision of information on student performance, the provision of support and guidance to underperforming schools of academic, Sallies and Jones (2002), and establishing linkages between examinations authorities and those responsibilities for curriculum development and implementation to find out the outcome of education, UNICEF of Cambodia's annual report (2013).

In educational psychology, student is considered as a product of his learning and for information on individual learning rate, one should refer to his visible behavior or, to be more precise, see his performance. According to Seif, (2009), the distinction between learning and performance is the same as the distinction between knowing how to do a job and actually doing it. It is also believed that Individual performance is highly affected by motivation, emotion, environmental condition, tiredness and illness. So, these factors may yield a fairly accurate indicator of how much the student is learning, unless he can show it well. Wijewardena and Rudkin (1999) have found that student's attendance in the classrooms and importance of their study has positive and significant relationship with academic performance. In this study, Students were characterized by students' basic knowledge, Students' learning experiences and students' learning strategies.

The Parental, according to Considine and Zappala (2002) is a person's overall social position to which attainments in both the social and economic domain contribute. They add that parents are determined by an individual's achievements in education, attention and income. In this study, parents were characterized by parental income, parental education and parental attention. Graetz (1995) argues that children from high responsible families perform much better at school compared to children from low responsible families.

Sentamu (2003) are social institutions in which groups of individuals are brought together to share educational experiences and such interactions may breed positive or negative influences on learners. In this study, university was characterized by university location, academic administration and university's facilities.

Teachers are the main keys to lead academic performance to meet educational goal in higher education program. The teachers are working directly to

monitor the student activities toward dynamic of academic performance, by working in these sectors the teacher provide the student with qualification, experiences and instructional processes, MoEYS (2014).

## **1.2 Problem Statement**

Academic performance, which is measured by the examination results, course works, desirables characteristic and student attitudes is the major goals of a school. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. University of Management and Economics, whose vision is to be a center of excellence in the educational heart of Cambodia, is keen on quality assurance and maintenance of standards. However, the academic deans and the quality assurance committee have noted that while some students perform highly, others do not perform well. They are concerned about those who do not perform well because if this poor performance goes unchecked, the university may lose its reputation, which may result in loss of confidence in UME graduates. Much of the situation described here causes concern, it is not yet known why some students fail to attain the standards expected of them. There is lack of sufficient research in the case of UME as to what factors influence academic performance of the students. The researcher would therefore like to establish the factors affecting academic performance of undergraduate students of University of Management and Economics (UME), Battambang Province, with specific reference to students, parents, university and teachers.

## **1.3 Purposes of the Study**

To find out if factors such as students, parents, university and teachers are related to academic performance of undergraduate students at University of Management and Economics in Battambang province, Cambodia.

## **1.4 Research Questions**

What factors are related to the academic performance?

## **1.5 Research Hypotheses**

From studying the related literature and research, the researcher would like to establish the research hypotheses as follows:

1.5.1 There is a positive relationship between students and academic performance of undergraduate students.

1.5.2 There is a positive relationship between parents and academic performance of undergraduate students.

1.5.3 There is a positive relationship between teachers and academic performance of undergraduate students.

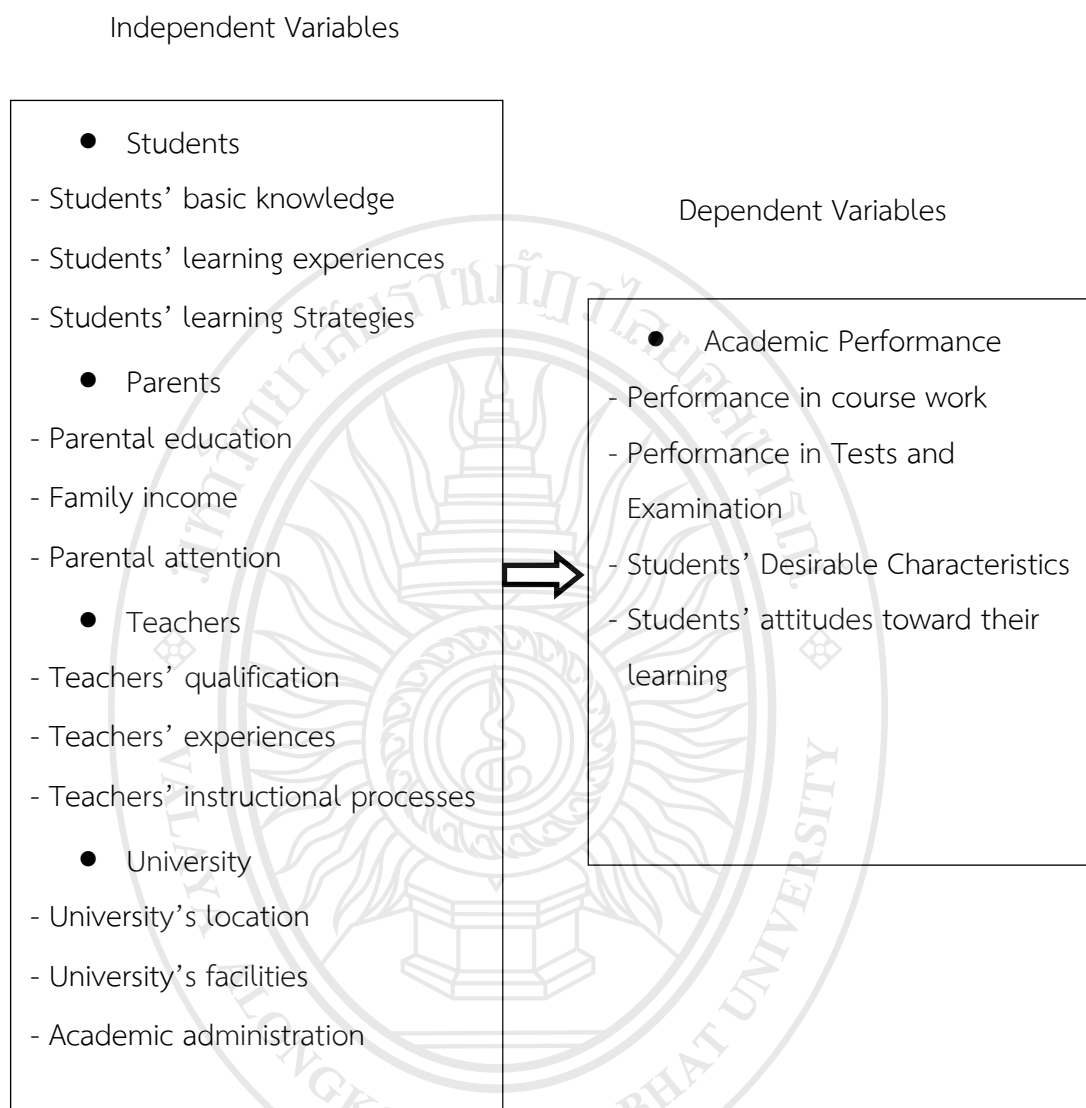
1.5.4 There is a positive relationship between university and academic performance of undergraduate students.

### **1.6 Scope of Study**

The study was conducted at University of Management and Economics in Battambang province, Cambodia, using correlation design and a sample of second year, third and final year students selected from five faculties at UME. The content scope covered factors such as students, parents, university and teachers which related to academic performance of undergraduate students. The study covered the period of academic year 2015-2016.

### **1.7 Conceptual Framework**

This section proposes a conceptual framework within which the concept, academic performance is treated in this work. It is arrived at basing on the System's theory Input-Output model advanced by Ludwig Von Bertalanffy in 1956. The selection of the model is based on the belief that the quality of input invariably affects quality of output in this case academic performance (Acato 2006).



**Figure 1.1** Research conceptual frameworks

## 1.8 Definition of Terms

1.8.1 Academic Performance: refers to the academic achievement of students which includes performance in coursework, performance in tests and examinations, students' desirable characteristics and students' attitudes toward their learning.

1.8.1.1 Performance in coursework: are subjects performed by students or trainees for the purpose of learning.

1.8.1.2 Performance in test and examination: is an assessment intended to measure a test-taker's knowledge, skill, attitude, physical fitness, or classification in many other topics.



1.8.1.3 Students' Desirable Characteristics refers to the positive values of students' learning experiences that students focus on public mind, honesty, ethic, and self-organization.

1.8.1.4 Students' attitudes toward their learning refers to the individual's beliefs, commitment, and feelings. Involve the thoughts, beliefs or viewpoints about their study.

1.8.2 Student: is a learner attending an educational institution during the academic year 2015-2016.

1.8.2.1 Students' basic knowledge: refers to the facts, information, and skills acquired with the theoretical or practical understanding of a subject.

1.8.2.2 Students' learning experiences: refers to the regimes of teaching and learning, and the codes for regulating behavior.

1.8.2.3 Students' learning strategies: refer to self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals.

1.8.3 Parents: refers to who pay attentions to their children and teach, support and encourage them for their study and how to live life.

1.8.3.1 Parental education: refers to educational level of parents raising their children.

1.8.3.2 Family income: is generally considered a primary measure of a nation's financial prosperity.

1.8.3.3 Parental attentions: Parental attentions given to child is the most powerful reward for them, and parents can give for any behavior.

1.8.4 Teachers: refer to a person who helps student to acquire knowledge.

1.8.4.1 Teachers' qualification: It relates to qualifications, tests of teacher's knowledge, observations of practice, and measurements of student's learning gains.

1.8.4.2 Teachers' experiences: The quality of any experiences, that influences upon later experiences; subsequent experiences prevent a person from getting out of them.

1.8.4.3 Teachers' instructional processes: The instructional process comprises basic steps of instruction that teacher uses to provide teaching and learning activities in the classroom.

1.8.5 University: refers to UME is an educational institution designed for instruction, examination, or both, of students in many branches of advanced learning.

1.8.5.1 University's location: refers to place of university, urban or countryside of university for students learning.

1.8.5.2 University's facilities: resources making a wide range of high quality higher education resources freely available.

1.8.5.3 Academic administration: refers to resources, intellectual, scientific, cognitive, linguistic, textbook, adjunct resources, materials and curriculum.

## **1.9 Significance**

A lot of research has been done on factors related to academic performance of college students, but there is scarce information about academic performance of students at University of Management and Economics. The study will enable the researcher to make recommendations to University of Management and Economics policy makers, especially those in the Quality Assurance unit and the Central Academic office on what policies and strategies can be employed to improve academic performance in institutions of higher learning. The findings will help the University Admission's Board to review its methods of admitting students in order to improve academic performance. The report will also be a source of reference for other researchers intending to study academic performance of University of Management and Economics students.

## **1.10 Conclusion**

In conclusion, the impact of the aforementioned problems to the academic performance are unclear for this reason. The researcher wants to study the factors related and impact on the academic performance in order to develop the students' study and academic performance in UME, Cambodia.

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## CHAPTER II

### LITERATURE REVIEW

This Chapter contains the theoretical review, and the review of related literature. Those major parts are:

1. Student
  - 1.1 Students' basic knowledge
  - 1.2 Students' learning experiences
  - 1.3 Students' learning Strategies
2. Parents
  - 2.1 Parental education
  - 2.2 Family income
  - 2.3 Parental attentions
3. Teachers
  - 3.1 Teachers' qualification
  - 3.2 Teachers' experiences
  - 3.3 Teachers' instructional processes
4. University
  - 4.1 University's location
  - 4.2 University's facilities:
  - 4.3 Academic administration
5. Academic Performance
  - 5.1 Performance in course work
  - 5.2 Performance in tests and examinations
  - 5.3 Students' Desirable Characteristics
  - 5.4 Students attitudes toward their learning

#### 2.1 University Background

On 02 October 1998, the history of this institution emerged as educational center providing Associate degree under the official name: Battambang High Education center (BHEC). In July 2000, this center changed its face to become the institute of Management and Economics under the sub-degree No. 43 of ministry of Education, Youth and Sport. Then in 2006, it marked a tremendous transformation to become the University of Management and Economics (UME) under the sub-degree No. 25 of Ministry of Education, Youth and Sport signed by Prime Minister Hun Sen.

Located in the heart of Battambang province, Cambodia, UME is the first private institution established in this province. It is a dynamic and successful university of high education with a history of academic excellence and a national reputation of high quality teaching. The reasons are because at UME, the importance of academic, social and practical aspects are very well balanced via an excellent study program, highly qualified lecturers, modernize facilities, nurturing learning environment, well-known guest speakers, and professional internship.

Currently, University of Management and Economics (UME) was the main campus of eight campuses in Cambodia, the university provided five faculties successfully such as Management and Tourism, the faculty of Law and Economics, the faculty of Information and Technology, the faculty of Art, Humanity and Foreign Languages and the faculty of Agriculture and Rural Development, by MoEYS (2014).

## 2.2 Theoretical Review

The theory adapted for this study was derived from the System's theory input-output model developed by Ludwig Von Bertalanffy in 1956. The theory, according to Koontz and Wehrich, (1988) postulates that an organized enterprise does not exist in a vacuum; it is dependent on its environment in which it is established. They add that the inputs from the environment are received by the organization, which then transforms them into outputs. As adapted in this study, the students (Inputs) are admitted into the university, with different students, from different parents and teachers are from various school backgrounds, when they get into the university system, the management of the university transforms them through the process of teaching and learning and the students output is seen through their academic performance.

Robbins (1980) argued that organizations were increasingly described as absorbers, processors and generators and that the organizational system could be envisioned as made up of several interdependent factors. System advocates, according to Robbins (1980) have recognized that a change in any factor within the organization has an impact on all other organizational or subsystem components. Thus the inputs, the processors and the generators should function well in order to achieve the desired outcome. Saleemi (1997) in agreement with Robbins (1980) argued that all systems must work in harmony in order to achieve the overall goals. According to the input-output model, it is assumed that the students with high students learning skills, high level of parents background, teachers and good university will perform well if the university facilities are good, the lecturers and the management of the university is good which may not always be the case and this is the

shortcoming of this theory. According to Oso & Onen (2005), the interrelationships among parts of a system have to be understood by all parties involved. This theory requires a shared vision so that all people in the university have an idea of what they are trying to achieve from all parties involved, a task that is not easy to achieve.

## 2.3 Related Literature

This section is divided into four subsections. The first section reviews related literature on the concept of the students factor as related to academic performance, followed by the subsection which reviews literature on the concept of parents and its relationship to academic performance. Teacher factors and its relationship to academic performance and the final subsection reviews literature on university status relationship to academic performance.

### 2.3.1 Students and academic performance

As one of the principals plays a key role in the delivery of quality instruction. Their responsibilities include ensuring educational learning strategies are in place that support effective learning. They want to get a good facilitator, guide and supporter of quality instructional practices. Good principals understand that improved test scores are important but know that quality instruction is essential for improving student achievement. Therefore, principals' responsibilities should include ensuring effective collaboration takes place. They should acknowledge that collaboration is worthwhile, and it can work. It will not work, however, if a school's leaders do not put a great deal of work, planning, and trust into it Dewey, j. (1997).

The collaborative process should begin with reviewing data and getting input from teachers, curriculum, staff and consultants to outline or modify the campus' action plan. It is very seldom necessary for a campus to abandon all of their established teaching strategies and instructional practices. Current practices should be reviewed on an annual basis to determine if they have been successful. Essential to this determination is whether the program or practices has been used with fidelity, monitoring of implementation has taken place, and student achievement has been positively impacted Jaynes, William (2002).

### 2.3.2 Students' Basic Knowledge

It is the development of an information base. This can be described as a process of assimilating knowledge, understanding values, and comprehending the relationships between knowledge and values that form essential concepts and hypotheses within the biological, social, and physical disciplines. This stage can be regarded as the baseline upon which the remaining framework for synthesizing and

integrating knowledge for management decisions is built. This curriculum encourages students to understand the resource, people and science before developing management and policy solutions. Constructivists believe that prior knowledge impacts the learning process to meet the quality of instruction. In trying to solve novel problems, perceptual or conceptual similarities between existing knowledge and a new problem can remind people of what they already know. This is often one's first approach towards solving novel problems. Information is not connected with a learner's prior experiences will be quickly forgotten. In short, the learner must actively construct new information into his or her existing mental framework for meaningful learning to occur. Enroll students with a broad range of backgrounds, previous educational experiences, majors, interests, motivations as well as levels of important prior knowledge and skills, this diversity is manageable and if handled skillfully can provide substantial benefits to the educational context of the classroom Brint, S., and Cantwell, A. M., (2010).

The deep approach arises from a felt need to engage the task appropriately and meaningfully, so the student tries to use the most appropriate cognitive activities for handling it. And when using deep approach in handling a task, students have positive feeling: interesting, a sense of importance, challenge, even of exhilaration. Learning is a pleasure. Students come with questions they want answered, and when the answers are unexpected that is even better one. Appropriate background knowledge and an intention are to engage the task meaningfully and appropriately. Such an intention may arise from an intrinsic or from a determination to do well. The abilities of background knowledge is to focus at a high conceptual level, working from first principles, which in turn requires as well-structured knowledge base and a genuine preference and ability, for working conceptually rather than with unrelated detail. When the student feel need to know, they automatically try to focus on underlying meaning, on main idea, themes, principle or successful application in teaching activities (John Biggs, 2003, p. 16).

### 2.3.3 Students' Learning Experiences

The students have particular interests in the way schools are organized, the social relations of schooling, the regimes of teaching and learning, and the codes for regulating behavior. As young students in early childhood and school settings, they experience the tensions between the regime of home and the regime of last school. As young adults, many middle or teenagers, secondary or high school students experience the tensions between their semi-adult out-of-school lives and regulation as legal student in school, as well as between their sense of the purpose schools should

serve and the teaching and learning they actually experience, in that can influence the quality of instruction. Moreover, the personal characteristics including mental and emotional factors, self-perceptions and individual beliefs related to self-efficacy impact on quality of instruction and learning Jeynes, William H. (2002).

Kolb's (2005) experiential learning theory consists of a four stage learning cycle where a learner will encounter all four stages of the cycle in varying degrees: experiencing, reflecting, thinking, and acting; however, at the most basic level, a learner will generally show a preference or strength in only one of the stages. The preferred learning stage determines a learner's learning style defined in Kolb's LSI. Kolb's theory draws on the origins of experiential learning from the works of the prominent 20th century scholars Dewey, Lewin, and Piaget (Kolb 1984), and develops a holistic model of the experiential learning process and a multi-linear model of adult development (Kolb & Kolb, 2005). Kolb & Kolb (2005, P.2) describe experiential learning as a process of constructing knowledge from a creative tension among the four learning modes that is responsive to contextual demands. This process is portrayed as an idealized learning cycle where the learner experiences all four modes -experiencing (concrete experience or CE), reflecting (reflective observation or RO), thinking (abstract conceptualization or AC), and acting (active experimentation or AE) - in a recurring process that is responsive to the learning situation and to what is being learned. The experiential learning theory proposes that the learning cycle varies according to individuals' learning style and the learning context in which they are participating.

#### 2.3.4 Students' Learning Strategies

A Learning Strategy is a person's approach to learning and using information. Students use Learning strategies to help them understand information and solve problems, UNICEF (2013). Students who do not know or use good learning strategies often learn passively and ultimately fail in school.

No single strategy is a panacea. We have reading strategies that help students figure out what a word is, comprehend what they're reading, acquire vocabulary, and understand the structure of text. All of these strategies are essential for a well-integrated, balanced reading program Swart, A., (2007) an array of strategies in other areas is necessary for student success. The Strategic Instruction Model Learning Strategies, SIMLS, (2009) have been successfully field tested with students judged to be at risk for academic failure. This research has demonstrated that consistent, intensive, explicit instruction and support are key ingredients for instructional success. The research took place in public schools, primarily in middle and high school settings, and the strategies were field tested by teachers. We have successfully tested a combination of

instructional models involving general education teachers and special education teachers, both individually and collaboratively.

The learning strategy was designed to enable students to work in teams for learning together. Each step promotes creative cooperation; students think together to generate ideas to help them learn. Research results indicated that students in the experimental classes performed a significantly higher percentage of study behaviors than comparison students in their cooperative study groups at the end of the school year, UNDP of Cambodia (2001).

Students use the build strategy to work together to resolve a controversial issue. The purpose of the strategy is to enable students to work together to make decisions using a process similar to a debate. Research results showed that the average score for students in the experimental group from observation and products written by students as they discussed the issue.

❖ Focusing Together is an instructional program that promotes self-management skills in association with a set of classroom expectations that defines responsible work habits, respect, and emotional and physical safety, DeKalb, J., (1999). Students learn how to live by a set of learning community expectations; how their choice of whether or not to abide by those expectations affects their personal power; and how to follow a self-management strategy for staying on task when they must work independently or in small groups, MoEYS of Cambodia (2012). Teachers in experimental classes also were more satisfied with the program and their students' behavior. However Parameswaran (1991) attributed this performance not just to grade but also to age, saying that mature age students are older than direct entry student. The scholars cited have proven in their studies that prior academic performance, which, in this study is measured by students' learning strategies, is related to academic performance in the university. Even the scholars who did not agree with that belief admitted that prior performance is related to future performance but to a small extent. These studies have led the researcher to hypothesize that there is a relationship between students' learning strategies and academic performance.

### 2.3.5 Parents and academic performance

Parental is most commonly determined by combining parents' educational level, parental attention and parental income level (Jeynes, 2002; McMillan & Western, 2000). In most of the studies done on academic performance of students, it is not surprising that parental is one of the major factors studied while predicting academic performance. Hansen and Mastekaasa, A. (2006), argue that according to the cultural



capital theory, one could expect students from families who are closer to the academic culture to have great success. It is believed that low parents negatively related to academic achievement because low parents prevents access to vital resources and creates additional stress at home. (Eamon 2005; Jeynes, 2002, Graetz (1995) carried out a study on parental in education, research and policy found that social, economic background remains one of the major sources of educational inequality and adds that one's educational success depends very strongly on the parents. Considine & Zappala (2002) agree with Graetz (1995), in their study on the influence of parents disadvantage in the academic performance of school students in Australia found that families where the parents are advantaged socially, educationally and economically foster a higher level of achievement in their children. They also found that these parents provide higher levels of psychological support for their children through environments that encourage the development of skills necessary for success at school.

#### 2.3.6 Parents education

On the contrary Makewa, L. N., Role, E., & Otewa, F. (2012) in their study on education and social, parental and academic performance at a Cambodian university, found that students coming from disadvantaged socioeconomic and educational homes perform relatively better than those coming from higher socioeconomic and educational strata. They called this phenomenal educational resilience. This could be true considering that different countries have different parameters of categorizing parents. What a developed country categorizes as low parents may be different from the definition of high parents of a developing country. Additionally students do not form a homogenous group and one measure of social economic disadvantage may not suit all sub groups equally.

Combs (1985) argued that in virtually all nations, children of parents high on the educational, income, and attention have far better chance of getting into good secondary schools and from there into the best colleges and universities than equally bright children of ordinary workers or farmers. Combs (1985) adds that the findings of many empirical studies suggest that children whose parents are at the bottom of the social economic hierarchy are not as inclined to seek or gain access to available educational facilities as the children with families are located at the middle or top of the hierarchy. Dills (2006) had a similar view with Combs (1985) when she found that students from the bottom quartile consistently perform below students from the top quartile of parents. Another similar view was held by Hansen and Mastekaasa (2006), when they studied the impact of class origin on grades among all

first year students and higher level graduates in Norwegian universities. Their analysis showed that students originating in classes that score high with respect to cultural capital tend to receive the highest grades.

Makewa, L. N., Role, E., & Otewa, F. (2012) argued that parental is comprised of three major dimensions: education, attention and income and therefore in developing indicators appropriate for high education context, researchers should study each dimension of parents separately. They add that education, attention and income are moderately correlated therefore it is inappropriate to treat them interchangeably in the higher education context. An argument were similar to consider and Zappala (2002) who argued that the social and the economic components of the parental equation may have distinct and separate influences on educational outcomes. The researcher therefore reviewed literature on each of the components of parents in relation to academic performance.

#### 2.3.7 Parents income

Parental income, according to Escarce (2003) has a profound influence on the educational opportunities available to adolescents and on their chances of educational success. Escarce (2003) adds that due to residential stratification and segregation, low-income students usually attend schools with lower funding levels, have reduced achievement motivation and much higher risk of educational failure. When compared with their more affluent counterparts, low-income adolescents receive lower grades, earn lower scores on standardized test and are much more likely to drop out of school.

Escarce (2003) is in agreement with Combs (1985) & Sentamu (2003) who argued that social class determines what school a child will attend and whether the child will pass the examinations. Considine & Zappala (2002) found that children from families with low income are more likely to exhibit the following patterns in terms of educational outcomes; have lower levels of literacy, innumeracy and comprehension, lower retention rates, exhibit higher levels of problematic school behavior, are more likely to have difficulties with their studies and display negative attitudes to school.

#### 2.3.8 Parents Attention

Parental attention is one of the biggest “payoffs” that can give to children for their behavior. This is both good and bad. When children behave in appropriate ways, we sometimes give them attention, and the attention is a reward that causes them behave that way more often. When children behave inappropriately, we are more likely to pay attention to them, and we do this with our words, touch, time,

and emotions, Acato, Y (2006). This often takes the form of correcting, scolding, nagging, having logical discussions, arguing, questioning, threatening, etc. Unfortunately, the research of Cambodian ACC, (2011) in human behavior clearly shows that this attention is reinforcing or rewarding the very behavior we want to eliminate. Since parents are about 4 to 5 times more likely to respond to an inappropriate behavior than to an appropriate behavior, we often get in the trap of rewarding and building the very behaviors that annoy and bug us so much. Makewa, L. N., Role, E., & Otewa, F. (2012) said that one great skill for dealing with inappropriate behavior is to give your attention to another child until the first child starts behaving appropriately. What the mom did was to withhold her attention to the inappropriate behavior of refusing to start homework. She could have had a long discussion about the importance of a good education, or tried to coax the 9 year old into doing his homework. She could have raised her voice and demanded that he start, or she could have done any of a number of other responses that would have given more of her words, touch, time and emotion to the inappropriate behavior. Although, Consider, G & Zappala (2002), any of these may have gotten the child to start his homework, it would have been rewarding and building the “complaining about homework” behavior she disliked. Hansen & Mastekaasa (2006) also noted that once the 9 year old started the appropriate behavior, the mom walked over and acknowledged the behavior without any mention of the inappropriate behavior. This is very important in the long run as it rewards and builds the appropriate behavior Consider, G & Zappala (2002). According to the literature cited it can be seen that parents is related to academic performance, whether one studies parents as a whole or with distinct dimensions, there is considerable support to hypothesize that parent related to academic performance of students. (Jeynes 2002; Eamon 2005; Greatz 1995; Considine & Zappala 2002; Hansen & Mastekaasa 2006) Students who come from low parental backgrounds earn lower examination scores compared to their counterparts from high parental backgrounds Eamon, (2005).

### 2.3.9 Teachers and academic performance

This variable in framework acknowledges the substantial direct contribution to student learning of teachers, acting individually in their classrooms and collectively not only as school staff members, but as members of professional associations and learning communities. The teachers are change agents of reform toward making schools public spheres, they must take a critical stance and make existing norms problematic (e.g., curriculum and academic achievement). Teachers have the potential to be what described as transformative intellectuals who combine scholarly reflection and practice in the service of educating students to be thoughtful, active citizens. The call for

teachers to be transformative intellectual suspended in the assumption that the dominant perception of teachers are those who are “high-level technicians carrying out dictates and objectives decided by experts far removed from the everyday realities of classroom life” (David Holy Weld 2002). Teachers become the passive recipients of professional knowledge, Westbury, I. (1973). Similar to Zeichner, K. (1988) some teacher education programs can be depositors of information and the teacher education students are the deposits. In contrast, transformative intellectuals critically examine the world and its processes, including the political and educational institutions that maintain social inequalities, and subsequently, transform it, Hargreaves, A. (1988) Moreover, the teachers are the key role player of academic performance directly who are reflected in instructions closely with students who involves putting values and beliefs into practice, it involves making decision about what to teach and how to teach based on professional knowledge. As a teacher are required to balance teachers’ own learning supply with students’ learning needs and educational goals of institutions, it also involves deciding how to respond to students and issues in the classroom to find out he quality of instruction, and the consensus that teachers need to be active participants continuously improving their pedagogy in order improve student outcomes-as quality of teachers’ instruction. Educational teacher have a responsibility to ensure that graduate teacher enter the professions with confidence and enthusiasm and a graduate teachers, ready to enter the profession of teaching, is able to describe and demonstrate (Example: key principle of pedagogical knowledge, curricular and pedagogical designs, ethical practice...etc.) to ensure that the quality of instruction done, Ross, E. W. (1987) and Jeynes, William H. (2002).

#### 2.3.10 Teachers’ qualification

It is refer to teacher quality includes pedagogical knowledge, content knowledge, teacher certification, and teacher experience, Tom, A., & Valli, L (1987). Highly qualified teachers are fully certified in the subject they teach, possess a bachelor’s degree, and have proven teaching and subject matter knowledge (U.S. Department of Education). These were found to influence quality of teachers’ instructional practices, Superka (1976). The professional teachers who are required to ensure that all students learn to the best of their ability from teachers’ knowledge is main key to be needed, Jeynes, William H. (2002). There are clearly many knowledge systems that are fundamental to teaching, including knowledge of student thinking and learning, and knowledge of subject matter. Historically, knowledge bases of teacher education have focused on the content knowledge of the teacher.

More recently, teacher education has shifted its focus primarily to pedagogy, emphasizing general pedagogical classroom practices, independent of subject matter and often at the expense of content knowledge Westbury, I. (1973). For instance, different approaches towards teacher education have emphasized one or the other domain of knowledge – focusing on knowledge of content or knowledge of pedagogy. In all activities and walks of life, people use knowledge. Knowledge is about different things and enables different kinds of action. Knowledge also differs in how widely it is distributed, how it is gained and held, and how it is seen as warranted. Truths can be "identified with names, sentences, propositions, artificial symbols, and their relationships, ideas, representations, concepts, judgments, intuitions, habits, responses to stimuli, and every such class may be variously defended Apple, M. W. (1987) When things are considered a matter of common sense, the question of warrants may not even arise, and even contradictions are taken in stride. People acquire knowledge through participation in cultural patterns; such participation entitles them to be members of groups and allows them to perform social roles. Some cultural patterns have fewer and more highly selected participants than others. These differences relate to their pervasiveness, the degree to which cultural patterns are diffused through different activities or walks of life. They affect, in turn, the degree to which knowledge is valued by and divided among or dispersed over groups. Although people prize common sense and consider some scarce knowledge ornamental at best, the arcane tends to be valued more highly than widespread knowledge.

#### 2.3.11 Teachers' Experiences

Based on the regulation of Ministry of Education, Youth and Sports, MoEYS, (2006) teaching staff at higher education organizations need to hold a higher certificate than the level at which they are teaching-unless they have at least three years professional experience. In general, teaching staff holding a master degree can instruct students attending a bachelor degree program, and teaching staff possessing a doctor degree can instruct students attending a master degree program. Every experience lives on in further experiences and everything depends upon the quality of experience which had. The quality of any experience had two aspects, there is an immediate aspect of agreeableness or disagreeableness, and there is its influence upon later experience. An experience may be immediately enjoyable and yet promote the formation of a slack and careless attitude; this attitude then operates to modify the quality of subsequent experiences so as to prevent a person from getting out of them what they have to influence the quality of instruction to the students. Consequently, teachers must be

imposed, even though good teachers will use devices of art to cover up the imposition so as to relieve it of obviously brutal features Bolster, A. S. (1983).

An additional responsibility of campus principals is to motivate and provide on-going support to their instructional teams. Teachers and paraprofessionals should feel valued. Teaching can be frustrating and lonely, all teachers need the advice of other experienced professionals in order to overcome the daily challenges they face Cuban, L. (1984) Motivated teachers support student achievement and seek out additional learning opportunities to improve their teaching skills to find out the quality of teaching performance, ACC (2014).

#### 2.3.12 Teachers' Instructional Process

The instructional process comprises three basic steps. The first is planning instruction, which includes identifying specific expectations or learning outcomes, selecting materials to foster these expectations or outcomes, and organizing learning experiences into a coherent, reinforcing sequence. The second step involves delivering the planned instruction to students that is teaching them. The third step involves assessing how well students learn or achieve the expectations or outcomes. Notice that to carry out the instructional process the three steps should be aligned with one another. That is, the planned instruction should be logically related to the actual instruction and the assessments should relate to the plans and instruction. All three steps in the instructional process involve teacher decision making and assessment. Obviously step 3, assessing expectations or learning outcomes, involves the collection and synthesis of formal information about how well students are learning or have learned. But the other two steps in the instructional process are also dependent upon a teacher's assessment activities. The processes of planning and providing instruction are important activities for classroom teachers. Not only do they occupy a substantial amount of their time, but teachers define their teaching rewards in terms of their students' instructional successes and also the quality of instruction. Teachers like to work with students, make a difference in their lives, and experience the joy of a student "getting it." Teachers feel rewarded when they know that their instruction has reached their students. Since the classroom is where pride in teaching is forged, it is not surprising to find that teachers guard their classroom instructional time jealously. They want few interruptions to distract them from teaching their students. Instructional Planning and Assessment Reported.

#### 2.3.13 University and academic performance

Students' educational outcome and academic success is greatly influenced by the type of school which they attend the school one attends is the

institutional environment that sets the parameters of a students' learning experience. Depending on the environment, a school can either open or close the doors that lead to academic achievement. According to Considine & Zappala (2002) the type of school a child attends influences educational outcomes. Considine & Zappala (2002) cite Eharenberg, R. G., & Sherman, D. R., (1987) whose study in Britain shows that schools have an independent effect on student attainment and that school effect is likely to operate through variation in quality and attitudes, so teachers in disadvantaged schools often hold low expectations of their students which compound the low expectations the students have, hence leading to poor performance by the students. Kyoshaba, M. (2009) agrees that school has an effect on the academic performance of students but argued that school facilities determine the quality of the school, which in turn influences the achievements, and attainment of its pupils. Sentamu (2003) argues that schools influence learning in the way content is organized and in the teaching, learning and assessment procedures. All these scholars agree in principle that schools do related to academic performance of students.

#### 2.3.14 University's location

Felder, Mohr, Dietz & Ward (1994) carried out a study on the differences between students from 55 rural students and 65 urban students, in their study, differences in academic performance were observed with the urban students doing better on almost every measure investigated. The urban students outperformed rural students and they continued to perform better in chemical engineering courses in subsequent semesters. They concluded that urban students enjoy greater success than rural students. They also found that in every measure of scholastic aptitude examined, urban students surpassed rural students. The conclusion of Felder, Mohr, Dietz & Ward (1994), is confirmed by Tremblay, Ross & Berthelot (2001) in their study on factors affecting grade three student performances in Ontario. They found that students' performance was higher in urban schools than in rural schools.

A similar view is held by Kolcic (2006) in his study on academic performance and scientific involvement of final year medical students coming from urban and rural backgrounds. Kolcic, I, O, P. (2006) concludes that students from urban backgrounds had significantly better academic and research indicators than those from rural and remote backgrounds. He added that more than half the students from rural backgrounds fail at least one year of study. Hobbs, H. (2001) as cited in Considine & Zappala (2002) argued that students from non-metropolitan areas are more likely to have lower educational outcomes in terms of academic performance and retention rates than students from metropolitan areas and adds that inequity

exits with regard to the quality of the education rural students receive often as a result of costs, restricted and limited subject choice; low levels of family income support and educational facilities within their school. The results of Lee and McIntire (2001) are contrary to Kolcic (2006) & Considine & Zappala (2002). The former argue that there is no significant difference between the performance of students from rural schools and from urban schools. In their study on interstate variations in rural student achievement and schooling conditions, they observed that given that many rural students are poor and attend schools where instructional resources and course offerings are limited, the level of their academic performance relative to their non-rural counterparts is encouraging. They found that in some states rural students scored higher than their non-rural counterparts.

#### 2.3.15 University's facilities

School facilities are one of the basic educational requirements, and it is necessary to maintain safe and high-quality school facilities from the perspective of maintaining and improving educational levels in line with the developmental stage, Crosnoe, R., Monica, K. J & Glen, H. E. Jr. (2004) for this reason, Ross, E. W. (1987) said that to help in the maintenance of school facilities and disseminates these materials to school officials. Government subsidies are also provided for buildings that have become dangerous due to lack earthquake resistance or aging. MoEYS additionally promotes the improvement of school facilities with minimal environmental load as a measure to combat the universal challenge of global warming.

Also, as well as providing support for the prioritized and systematic improvement of facilities at national universities, etc., MoESY also drives the maintenance and improvement of the campus environment that supports education and research activities at universities and other institutions through the promotion of facility management and other efforts. ACC of Cambodia Report (2013) that to promote the development of outstanding human resources and creative and cutting-edge R&D, support is provided for the prioritized and systematic improvement of facilities and equipment at universities, etc. not only to ensure safety, but also to equip them with functions that fulfill present-day education and research needs, will be steadily implemented.

#### 2.3.16 Academic administration

Academic administration is a branch of university or college employees responsible for the maintenance and supervision of the institution and separate from the faculty or academics, although some personnel may have joint responsibilities. It recognizes and acknowledges that academic have contractual obligation to pursue



excellence in several directions, most notably in teaching, research scholarship, supervision, academic administration and management. In the educational context, academic administration such as universities are complex social and activity systems, involving a number of interrelated variables and functioning within a larger dynamic environment. Cushing, J. M & Mearney, G. M. (2004) However, academic administration is distinct from most other kinds of organizations. One striking feature about their structure is the high degree of specialization. The relationship between universities and the State has become increasingly significant over the last few decades, Crosnoe, R., Monica, K. J. & Glen, H. E. Jr. (2004).

The purpose of both of these activities and all that is associated with them, curriculum, organization and assessment, is to facilitate learning, but it focuses on what the teacher/supervisor does to contribute to this, that have stressed the role of the teacher in both the title and text of books to perform the academic to students, Heather Durr, J. C (1997) All these factors have placed yet more pressure on resources, requirements for academic outcome of each generation, improve flexibility in modes of the study and delivery and continuing scrutiny in relation to quality and standard of academic performance, Heather Durr, J. C. (1997).

#### 2.3.17 Performance in course work

This implies that the higher the previous performance, the better the students will perform academically. Benjamin S. Bloom (1998) defined that academic performance refers to learning achievement with cognitive domain, affective domain and psychomotor domain. A professional development option for moving from an Initial to a Standard teaching certificate or completing renewal requirements for Standard/Master teaching certificates is to take four semester hours of graduate-level self-assessment course(s) approved by the Illinois State Board of Education and the State Teacher Certification Board. Out-of-state coursework found to be equivalent through a review of the course syllabus or description will be accepted to help take academic performance to see goal, Richardson, J. T. E. (1994).

Some new teachers can expect an observation by the course instructor, which may be recorded for later viewing, for the academic performance purpose of identifying and describing, Sampson, D. (2004) how the new teacher made content meaningful for students; how the teacher motivated individuals and the group and created an environment conducive to positive social interactions, active learning and self-motivation; what instructional strategies the teacher used to encourage students' development of critical thinking, problem solving, and performance; how the teacher communicated using written, verbal, nonverbal, and visual communication techniques;

and how the teacher maintained standards of professional conduct and provided leadership to improve students' learning, Sampson, D. (2004).

Applicants seeking approval to offer the course must be an accredited institution of higher education or such an institution in partnership with a teachers' association or union or with a regional office of education, or another entity authorized to issue college credit Minnesota Measures (2007) Applicants must submit a syllabus, course description, or other materials demonstrating that successful completion of the course will involve observation, review, and an analysis of each participant's teaching practice and the participants will reflect on their teaching practice Minnesota Measures (2007).

Benjamin S. Bloom (2001) defined that academic performance refers to learning achievement with cognitive domain, affective domain and psychomotor domain. The cognitive domain involves using mental processes to recall, apply, and evaluate facts and information. Cognitive learning involves learning new facts or concepts, and building on or applying past knowledge to new situations. UNICEF (2013) reports that an example of learning in the cognitive domain would be a diabetic patient who is able to state the signs of hypoglycemia and hyperglycemia, or is able to plan an appropriate diet. When teaching a patient factual information, use teaching strategies such as discussion, programmed instruction, written information, videotapes and audiotapes, and computer assisted instruction, Benjamin S. Bloom (2001).

The affective domain involves attitudes, beliefs, and values that influence behavior. Affective learning includes values, religious and spiritual beliefs, family interaction patterns and relationships, and personal attitudes that affect decisions and the problem-solving process, Benjamin S. Bloom (2001). Learning in the affective domain involves a change in attitudes or emotions that will affect behaviors. Discussion, simulations, and role-playing are teaching strategies used to teach in the affective domain. The nurse uses all three domains, depending on what is to be taught. Benjamin S. Bloom (2001) said that to learn or change a health behavior, the patient may need to learn in all three domains. The nurse's role is to select a combination of content from the three domains that is appropriate to meet individualized patient teaching goals.

The psychomotor domain involves the physical skills that a person needs to perform a procedure or technique and psychomotor learning includes the development of manipulative or physical skills, ranging from simple movements to complex actions, Benjamin S. Bloom (2001). A diabetic patient who learns how to operate blood glucose monitoring equipment or to inject insulin is acquiring

psychomotor skills. Strategies to help a patient learn psychomotor skills are demonstration and return demonstration and practice drills, ACC, Accreditation Committee of Cambodia (2013).

#### 2.3.18 Performance in Tests

The performance testing, measure and record values for the metrics specified in the academic performance goals Chhum, S. (1973). It is important to meet all performance metrics, such as think time, transaction mix, and so on. Within these constraints, testing should be as realistic as possible. For example, test the application to determine how it performs when many clients are accessing it simultaneously, UNICEF (2013). A multi-threaded test application can simulate multiple clients in a reproducible manner; each thread represents one client. The results might also be unrealistic if data is entered or accessed in unrealistic ways. For example, it is unlikely that new data would be created in alphabetical order on the primary key.

Usually, test harnesses must accept user-specified input parameters, such as the transaction mix, think time, number of clients, and so on, MoEYS (2014). However, the test harness itself may dictate the rules for creating realistic random data.

After creating a test harness to drive the application, you should document all invariant conditions for running the tests, Dekalb, J. (1999) at the very least, these conditions should include the input parameters required to run the test harness. In addition, you should document how to set up a database for running the test. The instructions should specify that the database should not contain changes made by a previous test pass. The instructions should also specify computer configurations used for the test. Run the test harness on a separate computer from the application because this setup more closely approximates a production environment.

#### 2.3.19 Performance in examinations

Examination is an integral part of the education system in academic performance, which has certain objectives. Examinations are useful as it measures a student's progress towards predetermined objectives of academic performance. Examination is a process for testing the abilities or achievement of the student in any area of academic program, UNICEF of Cambodia (2013). So there are also some factors, which create obstacles to measure the real performance of the student. This study designed to measure the factors related to student's performance in examination at university level, UNICEF of Cambodia (2013).

A performance examination may only be performed either concurrently with, or subsequent to the completion of verification. The verification and the

performance examination need not be performed by the same verification firm. The performance examination must be performed by a verifier who is independent of the investment management firm CFA Institute. A performance examination is performed with respect to a specific composite and its associated compliant presentation, and does not provide assurance on the compliant presentation for any other composite. If performance examinations are performed on multiple composites and their associated compliant presentations, the verifier may issue a single performance examination report covering the composites and their associated compliant presentations that have been examined, MoESY, (2015).

#### 2.3.20 Students' Desirable Characteristics

Whitaker, D., Heimann, J., MacDonald, J., Martindale, K., Shinn, R., & Townsend, C. (1973) used attitude-behavior theory to emphasize the importance of student characteristics to success in college. They proposed that personality traits such as self-efficacy help a student persevere when faced with academic and social challenges; those with a strong, better developed self-concept are more confident about their ability to succeed, while those who are less confident are more likely to founder and give up when encountering difficult circumstances. Similarly, students guided by an internal locus of control believe they can work their way through situations, while those who are externally controlled may conclude that fate has determined their course, especially when facing trying times; as a consequence they may give up and leave college prematurely.

Consistent with this view is Dweck's (2000) work on self-theories about intelligence. According to Dweck, most students tend to hold either an entity view or an incremental view of their ability. In the former, intelligence is essentially fixed; in the latter, intelligence is something that can be expanded through continued learning and experience. It is possible, Dweck discovered, that students' views of their abilities can be altered by structuring early learning experiences in a new subject by starting with what students are good at. "Those who are led to believe their intelligence is a malleable quality begin to take on challenging learning tasks and begin to take advantage of the skill-improvement opportunities that come their way" (Dweck, p. 26). This has powerful implications for many historically underserved students who have doubts about their abilities to do college-level work and persist to graduation (Kuh & et al. 2005b). This information can be used to help faculty members understand the consequences of prematurely judging the talents and abilities of their students.

### 2.3.21 Students' Attitudes toward their learning

Based on the theory of planned behavior, Montano & Kasprzyk (2008, p. 71) state, Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude. Gardner (1985) also pointed out that attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent. "Attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal." Gardner's argument led Wenden (1991) to present a comprehensive definition of the attitude concept. He classified the term "attitude" into three interrelated components namely, thoughts or viewpoints about the object of the attitude. The affective component refers to the individual's feelings and emotions towards an object, whether he/she likes or dislikes. The behavioral component involves the tendency to adopt particular learning behavior.

## 2.4 Conclusion

In conclusion, therefore, the review of literature has provided a backing for the research hypothesis made in chapter 1. That there is a relationship between students and academic performance of undergraduate students, that parental is related to academic performance, that teacher factor and university is related to academic performance. The researcher would therefore like to go ahead and statistically prove the relationship between these four variables, students, parents, university, teachers and academic performance with reference to University of Management and Economics based in Battambang province of Cambodia.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This Chapter outlines the manner in which the study was conducted. It is composed of: the research design, scope of research, population and sample, research instruments, methodology of collecting data and statistics for analyzing data.

#### 3.2 Research Design

The study was conducted using the correlation research design because the study was intended to investigate the relationship between students, parents, teachers, university and academic performance. According to Fraenkel, J.R and Wallen, N.E (2003), correlation research describes an existing relationship between variables. The study took the quantitative approach because it was based on variables measured with numbers and analyzed with statistical procedures.

#### 3.3 Scope of the Research

The content scope covered factors such as students, parents, university and teachers which related to academic performance of undergraduate students. The study covered the period of academic year 2015/2016.

##### 3.3.1 Population and Sample

The potential respondent's students in this study were undergraduate students of five faculties of UME. The population is consisted of students in the faculty of Management and Tourism, Law and Economics, Information and Technology, Art, Humanity and Foreign Languages and the faculty of Agriculture and Rural Development. They are divided in to three groups: (1) the second year students, (2) the third year students and (3) the fourth year students.

The population data was provided by UME's report in August, 2014 there were a number of total 1,037 students who were studying at the last three academic years in those five faculties of UME in Battambang province.

**Table 3.1** The last three academic year students of the five faculties of University of Management and Economics in Battambang province 2014

Faculties	Second Year	Third Year	Fourth Year	Total
Management and Tourism	78	85	86	249
Law and Economics	65	72	76	213
Information and Technology	66	58	53	177
Art, Humanity and Foreign Languages	75	82	88	245
Agriculture and Rural Development	47	55	51	153
<b>Total</b>	<b>331</b>	<b>352</b>	<b>354</b>	<b>1037</b>

**Sources:** UME's report in August 2014

The researcher used Yamane's formula (1973) to select the sample size from the total number of students at UME. This formula is reliable 95% and less than 5% of deviation factors.

$$n = \frac{N}{1+Ne^2}$$

e = Deviation of sampling

N = Size of population

n = Size of sample

$$n = \frac{1,037}{1+1,037(0.05)^2}$$

Therefore, the sample size consisted of 289 students.

The percentage sampling was divided into five groups of faculties: (1) Management and Tourism, (2) Law and Economics, (3) Information and Technology, (4) Art, Humanity and Foreign Languages, (5) Agriculture and Rural Development. The sample consisted of 289 undergraduate students selected from 1037 of UME. The researcher divided sampling size in each faculty as following:

**Table 3.2** Total sampling size of undergraduate students classified by faculties.

The Faculties	Students Population	Sample Size
<ul style="list-style-type: none"> <li>■ Management and Tourism               <ul style="list-style-type: none"> <li>■ The second year students</li> <li>■ The third year students</li> <li>■ The fourth year students</li> </ul> </li> </ul>	78 85 86	22 24 24
<ul style="list-style-type: none"> <li>■ Law and Economics               <ul style="list-style-type: none"> <li>■ The second year students</li> <li>■ The third year students</li> <li>■ The fourth year students</li> </ul> </li> </ul>	65 72 76	18 20 22
<ul style="list-style-type: none"> <li>■ Information and Technology               <ul style="list-style-type: none"> <li>■ The second year students</li> <li>■ The third year students</li> <li>■ The fourth year students</li> </ul> </li> </ul>	66 58 53	19 16 14
<ul style="list-style-type: none"> <li>■ Art, Humanity and Foreign Languages               <ul style="list-style-type: none"> <li>■ The second year students</li> <li>■ The third year students</li> <li>■ The fourth year students</li> </ul> </li> </ul>	75 82 88	21 23 24
<ul style="list-style-type: none"> <li>■ Agriculture and Rural Development               <ul style="list-style-type: none"> <li>■ The second year students</li> <li>■ The third year students</li> <li>■ The fourth year students</li> </ul> </li> </ul>	47 55 51	13 15 14
<b>Total</b>	<b>1037</b>	<b>289</b>

The researcher used proportion random sampling and simple random sampling to random sample size of target group. The researcher wrote down the name of students on pieces of paper and dropped them in a box, and then researcher picked up the pieces of paper with the number needed.

### 3.3.2 Research Instrument

All of the respondents filled in questionnaires. The researcher used the questionnaires because the population was literate and large and the time for collecting data was limited. The researcher developed the five-point scales questions



for all respondents filled in questionnaires to save time and keep the respondents focused on the subject. However, some items had been taken out or added into the questionnaires as following:

Five-point scales was also used to survey their opinions.

5	means	strongly agree
4	means	agree
3	means	neutral
2	means	disagree
1	means	strongly disagree

The questionnaire was divided into sections delineating personal information, questions about the independent variable and the dependent variable. Questionnaires were used because they are the main method of data collection (Sarantakos, 1997).

### 3.3.3 Content Validity

The validity of the questionnaire was obtained by presenting it to five expert, including the researcher's supervisor because according to Amin (2005) content validity is determined by expert judgment. The validity of the questionnaire was calculated by using the Content Validity Index formulae and Kathuri, N.J, and Palls, A.D (1993) argue that instruments with validity confident are accepted as valid in research. The appropriateness of the content was based on following criteria:

1	means	congruent
0	means	questionable
-1	means	incongruent

The researcher finds the congruence of statement with the content Index of item Objective Consistency, (IOC).

$$IOC = \frac{R}{N}$$

IOC	means	the index of congruence
R	means	total scale from the opinion of the experts
N	means	the number of the expert

Based on the formula used in the calculation of this IOC index ranges from - 1 to 1. Item that have an index higher than or equal 0.5 were reserved however item that has an index lower than 0.5 were modified (Sarantakos, 1997). This research instrument IOC was ranked from 0.6 to 1.

#### 3.3.4 Reliability

Reliability of the instruments was obtained by using Cronbach's Alpha. Cronbach's Alpha was developed by Lee J Cronbach in 2001 to provide a measure of the internal consistency of a test or rating scale, it is expressed as a number between 0 and 1. Internal consistency describes the extent to which all the items in a test measure the same concept or construct and hence it is connected to the inter-relatedness of items within the test. Internal consistency should be determined before a test can be employed for research or examination purposes to ensure validity. The researcher tried out the instrument with 30 students who are not the sample group in the Faculty of Humanities and Social Sciences in the major of English language at Valaya Alongkorn Rajabath University. The reliability of this research instrument was 0.95 (high level).

#### 3.4 Method of Collecting Data

The researcher obtained a letter of introduction from the Deans of five faculties, to conduct research at UME based in Battambang Province, Cambodia. A letter of permission to carry out the research was obtained from the deputy vice chancellor (academic affairs) at UME in order for the researcher to carry out the study. The researcher obtained documents such as students' lists and numbers and records on students and academic performance from the central academic office. The researcher administered the questionnaires, with the help of a research assistant, to 289 respondents. This data was collected in early 2015 using questionnaires, and documentary analysis.

#### 3.5 Data Analysis

Data from questionnaires were compiled, sorted, edited, classified and coded into a coding sheet and analyzed using a computerized data analysis package known as Pearson. A product-moment correlation coefficient was used to compute the relationship between student, parents, teacher, university and academic performance. The researcher also used the t-test to find out academic performance at UME.

## CHAPTER IV

### THE RESULTS OF DATA ANALYSIS

The topic of this research is Factors Related to academic performance of undergraduate students at University of Management and Economics, Cambodia. The purpose of this study is to find out the factors related to academic performance of undergraduate students at university of management and economics in Battambang province, Cambodia.

This chapter begins with the presentation of the demographics of the sample including number, gender and academic year, the University of Management and Economic located in Battambang province, Cambodia.

#### 4.1 Demographics of the Participants

All returned questionnaires were used for data analyze and fortunately all participants fully answered the questions.

#### 4.2 Number of Participants

The study employed 289 (100.00%) of participants from the University of Management and Economics.

#### 4.3 Gender

The study had no preliminary plan the selection of the number of male and female participants. The following table illustrates the breakdown of the gender at the three private universities.

**Table 4.1** Shown that: Distribution of frequency and percentage of the sample by gender

University		Frequency	Percentages (%)
UME	Male	131	45.30
	Female	158	54.70
Total		289	100.00

Out of 289 (100%) participants there were 131 (45.30%) males and 158 (54.70%) female,

#### 4.4 Year of Study

The researcher divided the sample group into three academic years from the university of Management and Economics.

**Table 4.2** Distribution of frequency and percentage of the sample by academic year

Universities		Frequency	Percentages (%)
UME	2 <sup>nd</sup> Year	96	33.20%
	3 <sup>rd</sup> Year	100	34.60%
	4 <sup>th</sup> Year	93	32.20%
Three Universities(Total)		289	100.00

Out of 289 (100 %) participants, 96 (33.20 %) of them were from second academic year, 100 (34.60 %) were from third academic year and finally 93 (32.20 %) were from fourth academic year.

#### 4.5 Core Categories of Variables

**Table 4.3** Below Describes the core Categories of Variables.

Variables	Core Categories
Students	<ol style="list-style-type: none"> <li>1. Students' basic knowledge</li> <li>2. Students' learning experiences</li> <li>3. Students' learning strategies</li> </ol>
Parents	<ol style="list-style-type: none"> <li>1. Parental education</li> <li>2. Family income</li> <li>3. Parental attention</li> </ol>
Teachers	<ol style="list-style-type: none"> <li>1. Teachers' qualification</li> <li>2. Teachers' experiences</li> <li>3. Teachers' instructional processes</li> </ol>
University	<ol style="list-style-type: none"> <li>1. University's location</li> <li>2. University's facilities</li> <li>3. Academic administration</li> </ol>

Table 4.3 (Cont.)

Variables	Core Categories
Academic Performance	1. Performance in course work 2. Performance in tests and examination 3. Students' desirable characteristics 4. Students' attitude toward their learning

#### 4.6 Mean and Standard Deviation of Independent Variable

##### 1. Students

Table 4.4 Students' basic knowledge

Students' basic knowledges	Mean	Standard deviation	Interpretation
Students' social understanding can relate to academic performance	4.18	0.60	high
Students' social understanding is important for teacher to teach effectively	4.07	0.69	high
Students' basic information can help student and teacher	4.15	0.61	high
Students' practical understanding is important for academic performance	4.04	0.73	high
Students' theoretical understanding is related to academic performance	3.90	0.68	high
<b>Total: Students' basic knowledges</b>	<b>4.07</b>	<b>0.44</b>	<b>high</b>

In Table 4.4, it is shown that the students' basic knowledges as a whole ( $\bar{X} = 4.07$  and S.D. = 0.44). In each aspect it was respectively found three highest levels, firstly was "Students' social understanding can relate to academic performance" ( $\bar{X} = 4.18$  and S.D. = 0.60), secondly was "Students' basic information can help student and teacher well" ( $\bar{X} = 4.15$  and S.D. = 0.61) and thirdly was "Students' social understanding is important for teacher to teach effectively" ( $\bar{X} = 4.07$  and S.D. = 0.69). It was also found that lowest level was "Students' theoretical understanding is related to academic performance" ( $\bar{X} = 3.90$  and S.D. = 0.68).

**Table 4.5** Students' Learning Experiences

Students' Learning Experiences	Mean	Standard Deviation	Interpretation
A good academic regulation can support academic performance	4.01	0.66	high
Non-cheating examination can shape student toward a good quality of academic performance	4.35	0.69	high
Students' learning experiences can affect academic performance	4.09	0.64	high
Difference learning experiences can affect difference academic outcome.	4.06	0.62	high
Students' learning experiences can support student well	4.10	0.62	high
<b>Total: Students' Learning Experiences</b>	<b>4.12</b>	<b>0.42</b>	<b>high</b>

In Table 5, it is shown that the Students' learning experiences as a whole ( $\bar{X} = 4.12$  and S.D. = 0.42). In each aspect it was respectively found three highest levels, firstly was "Non-cheating examination can shape student toward a good quality of academic performance" ( $\bar{X} = 4.35$  and S.D. = 0.69), secondly was "Students' learning experiences can support student well" ( $\bar{X} = 4.10$  and S.D. = 0.62) and thirdly was "Students' learning experiences can affect academic performance" ( $\bar{X} = 4.09$  and S.D. = 0.64). It was also found that lowest level was "A good academic regulation can support academic performance" ( $\bar{X} = 4.01$  and S.D. = 0.66).

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**Table 4.6** Students' Learning Strategies

Students' Learning Strategies	Mean	Standard deviation	Interpretation
Students' learning center can support academic performance affectively	3.87	0.78	high
Teacher center can find out academic performance	3.91	0.79	high
Students' self-confidential strategies can affect academic performance	4.17	0.67	high
Student's self-discipline is important for good academic performance	4.25	0.64	high
Student's self-discipline is important for good academic performance	4.31	0.69	high
<b>Total: Students' learning strategies</b>	<b>4.10</b>	<b>0.46</b>	<b>high</b>

In Table 6, it is shown that the Students' learning strategies as a whole ( $\bar{X} = 4.10$  and S.D. = 0.46). In each aspect it was respectively found three highest levels, firstly was "Student's self-discipline is important for good academic performance" ( $\bar{X} = 4.31$  and S.D. = 0.69), secondly was "Student's self-discipline" ( $\bar{X} = 4.25$  and S.D. = 0.64) and thirdly was "Students' self-confidential strategies can affect academic performance" ( $\bar{X} = 4.17$  and S.D. = 0.67). It was also found that lowest level was "Students' learning center can support academic performance affectively" ( $\bar{X} = 3.87$  and S.D. = 0.68).

## 2. Parents

**Table 4.7** Parents Education

Parents education	Mean	Standard deviation	Interpretation
Parental higher education can monitor to help children find out good academic performance	3.92	0.82	high
Parental advice can support academic performance smoothly	3.91	0.82	high
Parental daily communication can shape students toward a good academic performance	3.76	0.86	high
Parental low education can influence student's academic performance badly	3.13	1.05	high
<b>Total: Parents education</b>	<b>3.68</b>	<b>0.62</b>	<b>high</b>

In Table 7, it is shown that the Parents education as a whole ( $\bar{X} = 3.68$  and S.D. = 0.62). In each aspect it was respectively found three highest levels, firstly was "Parental higher education can monitor to help children find out good academic performance" ( $\bar{X} = 3.92$  and S.D. = 0.82), Secondly was "Parental advises can support academic performance smoothly" ( $\bar{X} = 3.91$  and S.D.=0.82), and thirdly was "Parental daily communication can shape students toward a good academic performance" ( $\bar{X} = 3.76$  and S.D. = 0.86). It was also found that lowest level was "Parental low education can influence student's academic performance badly" ( $\bar{X} = 3.13$  and S.D. = 1.05).

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Table 4.8 Parents Income

Parents Income	Mean	Standard deviation	Interpretation
The expensive tuition fee can affect academic performance	3.89	0.95	high
Parental high income can support students' learning successfully	3.58	0.90	high
Parental low income can impact students' learning badly	3.23	1.10	high
Good living condition of parents can support student to obtain good academic performance	3.70	0.86	high
A rich student can have good chances of getting a good learning outcome	3.55	0.85	high
<b>Total: Parents income</b>	<b>3.59</b>	<b>0.57</b>	<b>high</b>

In Table 8, it is shown that the Parents income as a whole ( $\bar{X} = 3.59$  and S.D. = 0.57). It also was respectively found three highest levels, firstly was "the expensive tuition fee can affect academic performance" ( $\bar{X} = 3.89$  and S.D. = 0.95), secondly was "Good living condition of parents can support student to obtain good academic performance" ( $\bar{X} = 3.70$  and S.D. = 0.86) and thirdly was "Parental high income can support students' learning successfully" ( $\bar{X} = 3.58$  and S.D. = 0.90). It was also found that lowest level was "Parental low income can impact students' learning badly" ( $\bar{X} = 3.23$  and S.D. = 1.10).

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**Table 4.9** Parents Attention

Parents Attention	Mean	Standard deviation	Interpretation
When parents look after their sons they can motivate them to achieve academic performance	3.93	0.71	high
Parental attention given to students leads to better academic performance	3.87	0.71	high
Parental monitoring can explain student to have good academic performance	3.89	0.73	high
Parental working cooperation with student can bring to a good academic performance	3.87	0.70	high
<b>Total: Parents Attention</b>	<b>3.89</b>	<b>0.55</b>	<b>high</b>

In Table 9, it is shown that the Parents attention as a whole ( $\bar{X} = 3.89$  and S.D. = 0.55). It also was respectively found three highest levels, firstly was “When parents look after their sons they can motivate them to achieve academic performance” ( $\bar{X} = 3.93$  and S.D. = 0.71), secondly was “Parental monitoring can explain student to have good academic performance” ( $\bar{X} = 3.89$  and S.D. = 0.73) and thirdly was “Parental attention given to students leads to better academic performance” ( $\bar{X} = 3.87$  and S.D. = 0.71). It was also found that lowest level was “Parental working cooperation with student can bring to a good academic performance” ( $\bar{X} = 3.87$  and S.D. = 0.70).

### 3. Teacher

**Table 4.10** Teacher Qualification

Teacher Qualification	Mean	Standard deviation	Interpretation
Teaching base knowledge can affect academic performance	4.04	0.63	high
Teachers' observation can support academic performance	4.01	0.58	high
Teachers' assessment can find out quality of teaching	3.89	0.68	high
Higher degree of teacher can provide good academic performance	3.83	0.82	high
<b>Total: Teacher Qualification</b>	<b>3.94</b>	<b>0.42</b>	<b>high</b>

In Table 10, it is shown that the Teacher qualification as a whole ( $\bar{X} = 3.94$  and S.D. = 0.42). It also was respectively found three highest levels, firstly was "Teaching base knowledge can affect academic performance" ( $\bar{X} = 4.04$  and S.D. = 0.63), secondly was "Teachers' observation can support academic performance" ( $\bar{X} = 4.01$  and S.D. = 0.58) and thirdly was "Teachers' assessment can find out quality of teaching" ( $\bar{X} = 3.89$  and S.D. = 0.68). It was also found that lowest level was "Higher degree of teacher can provides good academic performance" ( $\bar{X} = 3.83$  and S.D. = 0.82).

**Table 4.11** Teacher Experiences

Teacher Experiences	Mean	Standard deviation	Interpretation
A long aged experience in teaching can develop academic performance	4.076	0.672	high
Higher level teaching experiences motivate teacher to support academic performance	4.072	0.670	high
Teacher experiences in student-center can support academic performance	4.01	0.66	high
A long year teaching experiences is important to achieve instructional academic performance	4.11	0.64	high
<b>Total: Teacher Experiences</b>	<b>4.06</b>	<b>0.48</b>	<b>high</b>

In Table 11, it is shown that the Teacher experiences as a whole ( $\bar{X} = 4.06$  and S.D. = 0.48). It also was respectively found three highest levels, firstly was “A long year teaching experiences is important to achieve instructional academic performance” ( $\bar{X} = 4.11$  and S.D.=0.64), secondly was “A long aged experience in teaching can develop academic performance” ( $\bar{X} = 4.076$  and S.D. = 0.672) and thirdly was “Higher level teaching experiences motivate teacher to support academic performance” ( $\bar{X} = 4.072$  and S.D. = 0.670). It was also found that lowest level was “Teacher experiences in student-center can support academic performance” ( $\bar{X} = 4.01$  and S.D. = 0.66).

**Table 4.12** Teachers' Instructional Process

Teachers' Instructional Process	Mean	Standard deviation	Interpretation
Instructional planning monitor the outcome of academic performance	4.18	0.57	high
Instructional process support teacher to assess academic performance	4.03	0.60	high
Student center in teaching methodology can develop the academic performance	4.01	0.70	high
Lesson plan is important to lead students to get academic performance	4.15	0.61	high
Teacher center in teaching can support academic performance achievement	3.94	0.71	high
<b>Total: Teachers' Instructional Process</b>	<b>4.06</b>	<b>0.43</b>	<b>high</b>

In Table 12, it is shown that the Teachers' instructional process as a whole ( $\bar{X} = 4.06$  and S.D. = 0.43). It also was respectively found three highest levels, firstly was "Instructional planning monitor the outcome of academic performance" ( $\bar{X} = 4.18$  and S.D. = 0.57), secondly was "Lesson plan is important to lead students to get academic performance" ( $\bar{X} = 4.15$  and S.D. = 0.61) and thirdly was "Instructional process support teacher to assess academic performance" ( $\bar{X} = 4.03$  and S.D. = 0.60). It was also found that lowest level was "Teacher center in teaching can support academic performance achievement" ( $\bar{X} = 3.94$  and S.D. = 0.71).

#### 4. University

**Table 4.13** University's Location

University's Location	Mean	Standard deviation	Interpretation
A good university's environment can affect academic performance	4.03	0.63	high
urban university can get students to easily achieve good academic performance	3.99	0.71	high
A silence placed university can support academic performance	4.00	0.70	high
<b>Total: University's Location</b>	<b>4.01</b>	<b>0.51</b>	<b>high</b>

In Table 13, it is shown that the University's location as a whole ( $\bar{X} = 4.01$  and S.D. = 0.51). It also was respectively found two highest levels, firstly was "A good university's environment can affect academic performance" ( $\bar{X} = 4.03$  and S.D. = 0.63), secondly was "A silence placed university can support academic performance" ( $\bar{X} = 4.00$  and S.D. = 0.70). It was also found that lowest level was "urban university can get students to easily achieve good academic performance" ( $\bar{X} = 3.99$  and S.D. = 0.71).

**Table 4.14** University's Facilities

University's Facilities	Mean	Standard deviation	Interpretation
Educational resources can support teacher to achieve teaching quality effectively	4.16	0.60	high
Educational resources are good for students to achieve instructional quality smoothly	4.1	0.60	high
Educational resources are important to support students to achieve instructional quality	4.15	0.65	high
<b>Total: University's Facilities</b>	<b>4.14</b>	<b>0.48</b>	<b>high</b>

In Table 14, it is shown that the University's Facilities as a whole ( $\bar{X} = 4.14$  and S.D. = 0.48). It also was respectively found two highest levels, firstly was "Educational resources can support teacher to achieve teaching quality effectively" ( $\bar{X} = 4.16$  and S.D. = 0.60), secondly was "Educational resources are important to support students to achieve instructional quality" ( $\bar{X} = 4.15$  and S.D. = 0.65). It was also found that lowest level "was Educational resources are good for students to achieve instructional quality smoothly" ( $\bar{X} = 4.11$  and S.D. = 0.60).

**Table 4.15** Academic Administration

Academic Administration	Mean	Standard deviation	Interpretation
Good university governance can support academic performance	4.20	0.62	high
Good curriculum can support the achievement of academic performance goals	4.30	0.64	high
Curriculum designing is a key role playing for teacher to achieve academic performance	4.15	0.65	high
<b>Total: Academic Administration</b>	<b>4.22</b>	<b>0.49</b>	<b>high</b>

In Table 15, it is shown that the Academic administration as a whole ( $\bar{X} = 4.22$  and S.D. = 0.49). It also was respectively found two highest levels, firstly was "Good curriculum can support the achievement of academic performance goals" ( $\bar{X} = 4.30$  and S.D. = 0.64), secondly was "Good university governance can support academic performance" ( $\bar{X} = 4.20$  and S.D. = 0.62). It was also found that lowest level was "Curriculum designing is a key role playing for teacher to achieve academic performance" ( $\bar{X} = 4.15$  and S.D. = 0.65).

#### 4.7 Mean and Standard Deviation of Dependent variable

##### Academic Performance

**Table 4.16** Performance in Course Work

Performance in Course Work	Mean	Standard deviation	Interpretation
Students' capacity of learning is a good-criterion for instructional quality	4.16	0.64	high
Instructional quality provide professional skills to students	4.09	0.61	high
Student experiences can enhance their professional skills	4.08	0.62	high
Teaching strategies provide higher academic performance	4.20	0.59	high
<b>Total: Performance in Course Work</b>	<b>4.13</b>	<b>0.45</b>	<b>high</b>

In Table 16, it is shown that the Performance in course work as a whole ( $\bar{X} = 4.13$  and S.D. = 0.45). It also was respectively found three highest levels, first was "Teaching strategies provide higher academic performance" ( $\bar{X} = 4.20$  and S.D. = 0.59), secondly was "Students' capacity of learning is a good-criterion for instructional quality" ( $\bar{X} = 4.16$  and S.D. = 0.64) and thirdly was "Instructional quality provide professional skills to students" ( $\bar{X} = 4.09$  and S.D. = 0.61). It was also found that lowest level was "Student experiences can enhance their professional skills" ( $\bar{X} = 4.08$  and S.D. = 0.62).



**Table 4.17** Performance in Examination

Performance in Examination	Mean	Standard deviation	Interpretation
The experience, test scores, and regular are licensure associated with student achievement	4.20	0.59	high
Instructional quality is important for Students' achievement in knowledge	4.16	0.54	high
Academic performance can provide knowledge achievement to students	4.07	0.58	high
<b>Total: Performance in Examination</b>	<b>4.14</b>	<b>0.43</b>	<b>high</b>

In Table 17, it is shown that the Performance in examination as a whole ( $\bar{X} = 4.14$  and S.D. = 0.43). It also was respectively found two highest levels, firstly was "The experience, test scores, and regular are licensure associated with student achievement" ( $\bar{X} = 4.20$  and S.D. = 0.59), secondly was "Instructional quality is important for Students' achievement in knowledge" ( $\bar{X} = 4.16$  and S.D. = 0.54). It was also found that lowest level was "Academic performance can provide knowledge achievement to students" ( $\bar{X} = 4.07$  and S.D. = 0.58).

**Table 4.18** Students' Desirable Characteristics

Students' Desirable Characteristics	Mean	Standard deviation	Interpretation
Good student characteristic is important for academic performance achievement	4.11	0.65	high
Personality of students can support good academic performance	3.96	0.72	high
Good behavior and characteristics of students shape effective academic performance	4.20	0.56	high
Well-organized student is important for academic performance	4.21	0.59	high
<b>Total: Students' Desirable Characteristics</b>	<b>4.12</b>	<b>0.46</b>	<b>high</b>

In Table 18, it is shown that the Students' Desirable Characteristics as a whole ( $\bar{X} = 4.12$  and S.D. = 0.46). It also was respectively found three highest levels, firstly was "Well-organized student is important for academic performance" ( $\bar{X} = 4.21$  and S.D. = 0.59), secondly was "Good behavior and characteristics of students shape effective academic performance" ( $\bar{X} = 4.20$  and S.D. = 0.56) and thirdly was "Good student characteristic is important for academic performance achievement" ( $\bar{X} = 4.11$  and S.D. = 0.65). It was also found that lowest level was "Personality of students can support good academic performance" ( $\bar{X} = 3.96$  and S.D. = 0.72).

**Table 4.19** Students' Attitudes toward their Learning

Students' Attitudes toward their Learning	Mean	Standard deviation	Interpretation
Student attitudes shaped to some extent academic performance	4.02	0.61	high
Students' attitude can build effective learning achievement of academic performance	4.04	0.65	high
Instructional process can support learning attitudes of students	4.12	0.62	high
Parents attention can support students to approach good academic performance	4.07	0.72	high
<b>Total: Students' Attitudes toward their Learning</b>	4.06	0.49	<b>high</b>

In Table 19, it is shown that the Students' attitudes toward their learning as a whole ( $\bar{X} = 4.06$  and S.D. = 0.49). It also was respectively found three highest levels, firstly was "Instructional process can support learning attitudes of students" ( $\bar{X} = 4.12$  and S.D. = 0.62), secondly was "Parents attention can support students to approach good academic performance" ( $\bar{X} = 4.07$  and S.D. = 0.72) and thirdly was "Students' attitude can build effective learning achievement of academic performance" ( $\bar{X} = 4.04$  and S.D. = 0.65). It was also found that lowest level was "Student attitudes shaped to some extent academic performance" ( $\bar{X} = 4.02$  and S.D. = 0.61).

**Table 4.20** Academic Performance

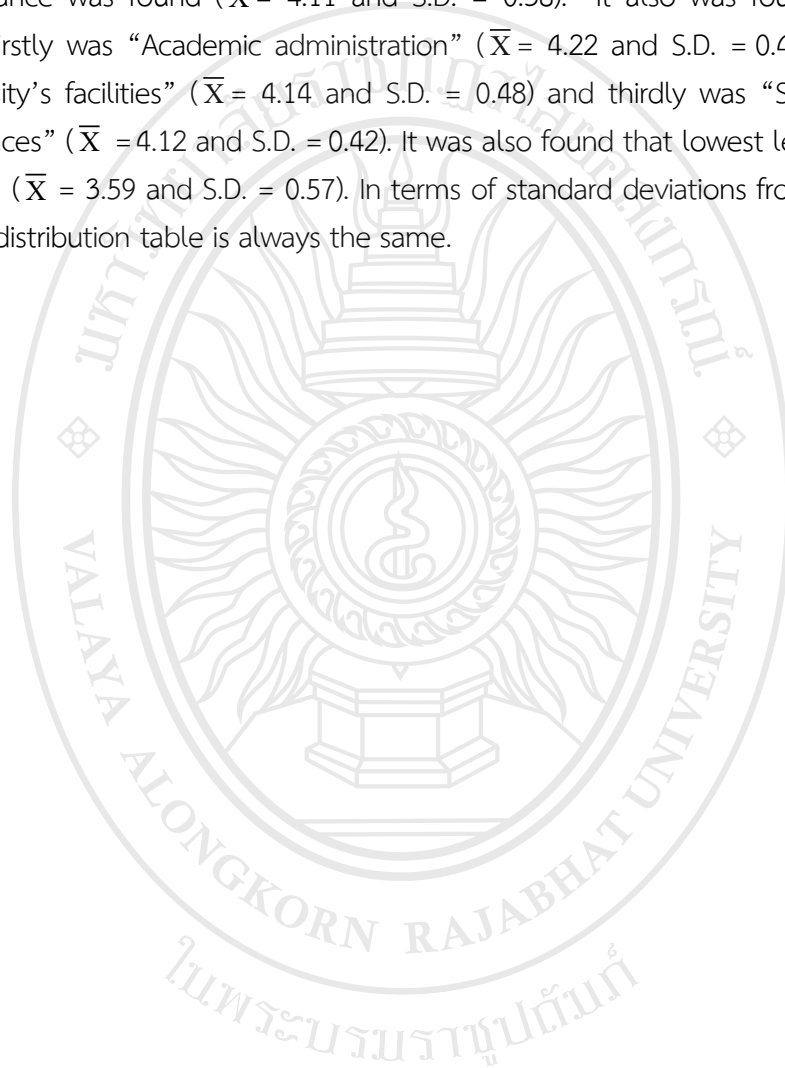
Academic Performance	Mean	Standard deviation	Interpretation
Performance in course work	4.13	0.45	high
Performance in Tests and Examination	4.14	0.43	high
Students' Desirable Characteristics	4.12	0.46	high
Students' attitudes toward their learning	4.06	0.49	high
<b>Total: Academic Performance</b>	<b>4.11</b>	<b>0.38</b>	<b>high</b>

In Table 20, it is shown that the Academic performance was found ( $\bar{X} = 4.11$  and S.D. = 0.38). It also was respectively found three highest levels, firstly was "Performance in Tests and Examination" ( $\bar{X} = 4.14$  and S.D. = 0.43), secondly was "Performance in course work" ( $\bar{X} = 4.13$  and S.D. = 0.45) and thirdly was "Students' Desirable Characteristics" ( $\bar{X} = 4.12$  and S.D. = 0.46). It was also found that lowest level was "Students' attitudes toward their learning" ( $\bar{X} = 4.06$  and S.D. = 0.49).

**Table 4.21** Mean and Standard Deviation of Independent and Dependent Variable

Variables	$\bar{X}$	S.D.	Interpretation of Results
1. Students' Basic Knowledge	4.07	0.44	high
2. Students' Learning Experiences	4.12	0.42	high
3. Students' Learning Strategies	4.10	0.46	high
4. Parents Education	3.68	0.62	high
5. Parents Income	3.59	0.57	high
6. Parents Attention	3.89	0.55	high
7. teachers' Qualification	3.94	0.42	high
8. Teachers' Experiences	4.06	0.48	high
9. Teachers' Instructional Process	4.06	0.43	high
10. University's Location	4.01	0.51	high
11. University's Facilities	4.14	0.48	high
12. Academic Administration	4.22	0.49	high
<b>Total: Academic Performance</b>	<b>4.11</b>	<b>0.38</b>	<b>high</b>

In table 21, it is shown high and low levels of means and standard deviations between those factors. As variance is a squared measure, it is actually easier to talk about these distributions in terms of their standard deviations, so the table 21 shows the same distributions with their standard deviations. The dependent variables of academic performance was found ( $\bar{X} = 4.11$  and S.D. = 0.38). It also was found three highest levels, firstly was “Academic administration” ( $\bar{X} = 4.22$  and S.D. = 0.49), secondly was “University’s facilities” ( $\bar{X} = 4.14$  and S.D. = 0.48) and thirdly was “Students’ learning experiences” ( $\bar{X} = 4.12$  and S.D. = 0.42). It was also found that lowest level was “Parents income” ( $\bar{X} = 3.59$  and S.D. = 0.57). In terms of standard deviations from the mean, the normal distribution table is always the same.



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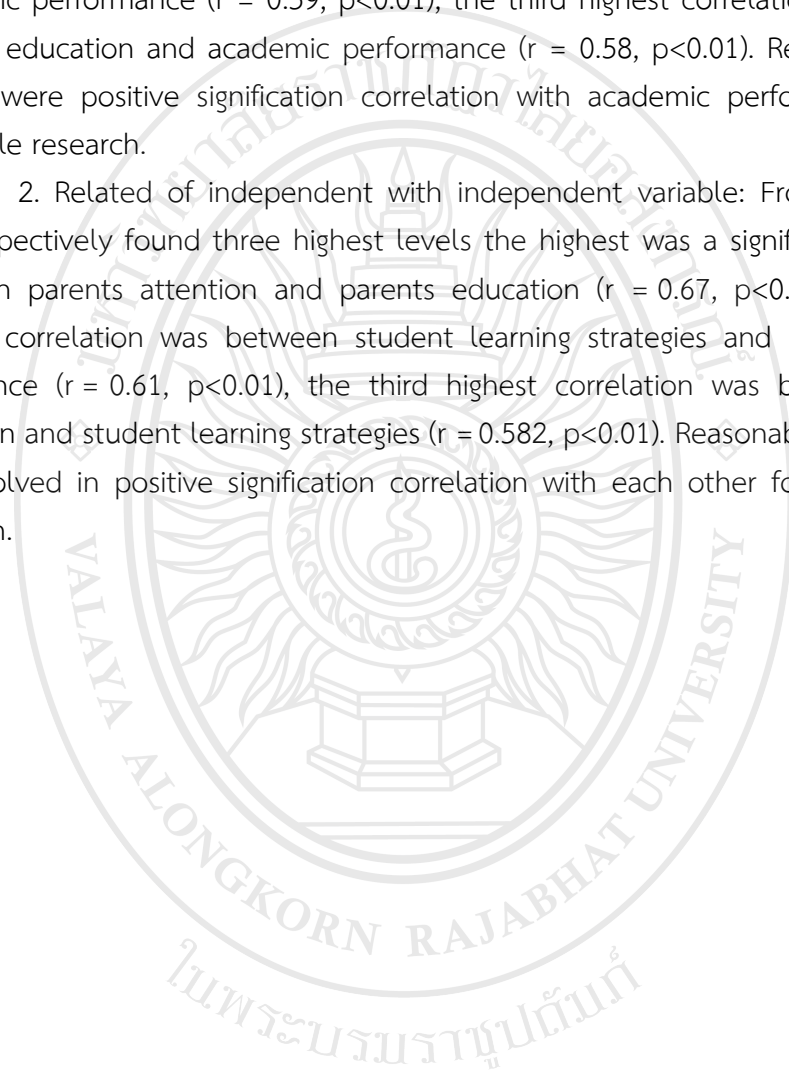
**Table 4.22** Correlations of all factors and Academic Performance

Variables	1	2	3	4	5	6	7	8	9	10	11	12
1. Students' basic knowledge	1	-	-	-	-	-	-	-	-	-	-	-
2. Students' learning experiences	0.51**	1	-	-	-	-	-	-	-	-	-	-
3. Students' learning strategies	0.53**	0.61**	1	-	-	-	-	-	-	-	-	-
4. Parents education	0.48**	0.48**	0.56**	1	-	-	-	-	-	-	-	-
5. Parents income	0.28**	0.32**	0.41**	0.56**	1	-	-	-	-	-	-	-
6. Parents attention	0.45**	0.41**	0.58**	0.67**	0.43**	1	-	-	-	-	-	-
7. teachers' qualification	0.29**	0.39**	0.41**	0.43**	0.43**	0.42**	1	-	-	-	-	-
8. Teachers' experiences	0.17**	0.29**	0.27**	0.22**	0.31**	0.19**	0.53**	1	-	-	-	-
9. Teachers' instructional process	0.43**	0.44**	0.58**	0.48**	0.41**	0.49**	0.58**	0.56**	1	-	-	-
10. University's location	0.06	0.15**	0.26**	0.15	0.30**	0.17**	0.42**	0.36**	0.46	1	-	-
11. University's facilities	0.10	0.17**	0.22**	0.08	0.15	0.18**	0.38	0.31**	0.37	0.49**	1	-
12. Academic administration	0.10	0.32**	0.29**	0.11	0.23**	0.10	0.43**	0.41**	0.40	0.43**	0.44**	1
<b>Total: Academic performance</b>	0.51*	0.50	0.59**	0.58	0.38**	0.58**	0.52**	0.42**	0.67*	0.33	0.34	0.39

\*\* p = 0.01, \* p = 0.05

1. Related of dependent with independent variable: From the table, it was respectively found three highest levels, the highest was a significant correlation between teachers' instructional process and academic performance ( $r = 0.67, p < 0.01$ ), the second highest correlation was between student learning strategies and academic performance ( $r = 0.59, p < 0.01$ ), the third highest correlation was between parents education and academic performance ( $r = 0.58, p < 0.01$ ). Reasonably, those factors were positive signification correlation with academic performance for this profitable research.

2. Related of independent with independent variable: From the table, it was respectively found three highest levels the highest was a significant correlation between parents attention and parents education ( $r = 0.67, p < 0.01$ ), the second highest correlation was between student learning strategies and student learning experience ( $r = 0.61, p < 0.01$ ), the third highest correlation was between parents attention and student learning strategies ( $r = 0.582, p < 0.01$ ). Reasonably, those factors are involved in positive signification correlation with each other for this profitable research.



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## CHAPTER V

### DISCUSSIONS, CONCLUSIONS AND RECOMMENDATION

#### 5.1 Introduction

This chapter discusses the findings of the study as presented in chapter 4. It also presents the conclusions arising from the study and recommendations, which could improve academic performance in University of Management and Economics in Battambang province, Cambodia.

#### 5.2 Summary of the Study

##### 1. Purpose of the study

The purpose of this study is to find out the factors related to the academic performance of undergraduate students at University of Management and Economics in Battambang province, Cambodia.

##### 2. Methodology

The researcher obtained a letter of introduction from the Deans of five faculties to conduct research at UME based in Battambang Province, Cambodia. A letter of permission to carry out the research was obtained from the deputy vice chancellor (academic affairs) at UME in order for the researcher to carry out the study. The potential 289 respondent students are studying in five faculties at University of Management and Economics in Battambang province, Cambodia (UME). Those students were divided into three groups: (1) the second year students, (2) the third year students and (3) the fourth year students. The parts of the survey research were developed by the researcher to address the five-point scales questions for all of the respondents filled in questionnaires because of the population was evaluated by five experts to make sure it was working towards research's objectives. The exploratory survey data were analyzed using the descriptive statistic and statistical procedure program known as Statistical Package for Social Science (SPSS 13.0 for Windows) software to report descriptive, correlation, inferential statistics and using also standard deviation on each item of statement.

#### 5.3 Results of the Study

The statistical analysis presented the results related to the academic performance were found as follow:

1. Correlation of independent with dependent variables: It was respectively found the three highest levels of correlation, the first highest was teachers' instructional

process ( $r = 0.67, p < 0.01$ ), the second highest was student learning strategies ( $r = 0.59, p < 0.01$ ), the third highest was parents education ( $r = 0.58, p < 0.01$ ).

2. Correlation of independent with independent variables: It was respectively found the three highest levels of correlation, the first highest was parents attention and parents education ( $r = 0.67, p < 0.01$ ), the second highest was correlation between student learning strategies and student learning experience ( $r = 0.61, p < 0.01$ ), the third highest was the correlation between parents attention and student learning strategies ( $r = 0.58, p < 0.01$ ).

#### 5.4 Discussion of the Findings

The discussion addressed according to research purpose is to find out the factors related to academic performance of undergraduate students at UME in Battambang province, Cambodia.

##### 1. Teachers' instructional process related to academic performance:

The first hypothesis stated the teachers' instructional process is positively related to academic performance of undergraduate students at UME at Battambang province, Cambodia. The study revealed that teachers' instructional process is significantly related to academic performance of undergraduate students. The findings indicate the higher a teachers' instructional process, the higher the academic performance of the student.

The result in this study explained by Afianmagbon (2004) that teacher Instructional process help a lot in improving academic performance of students. This is because instruction aims at enhancing teaching and learning through proper guidance and planning, and devising ways of improving teachers' professional and thereby helping them release their creative abilities so that through them the instructional process is improved. Ukeje (1979) stressed that on the job training and assessment in form of assessing lesson plans, assessing teachers' method of teaching, assessing teachers' ability in classroom management and evaluation processes are provided for teachers by supervisors. If teachers are updated in these ways, students' academic performance will improve. Students' academic performance depends a great deal on the instructional materials used. This is because instructional materials help to make instructions practical and real thereby facilitating the understanding of the instruction. Most instructional materials require finance so educational administrators during educational budgeting make provision for instructional materials (Annuma, 2004).



## 2. Student learning strategies related to academic performance:

The second hypothesis stated the student learning strategies is positively related to academic performance of undergraduate students at UME at Battambang province, Cambodia. The study revealed that student learning strategies is significantly related to academic performance of undergraduate students. The findings indicate the higher a student learning strategies, the higher the academic performance of the student. Learning strategies have long been an important issue in the field of education. It is generally accepted that instructional practices should assess and accommodate learning strategies of individual students. O'Malley and Chamot (1990) described learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information". Zimmerman (2000) proposed that learning strategies should be incorporated into the framework of self-regulated learning (SRL), which refers to "self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals". Zimmerman (1989) identified several specific self-regulated learning strategies including: 1. self-evaluating: Students assess the quality of their work, 2. Organizing and transforming: Students manipulate content to improve learning, 3. Goal setting: Students set large and small related objectives and map out a process to achieve them, 4. Seeking information: Students find school-related information from academic sources rather than social resources. A good strategic learner must understand how to identify their learning goal, integrate the learning style, apply proper skills, and be self-regulated to achieve the best results from learning (Paris & Wingrad, 1990; Zimmerman & Schunk, 2001; Wadsworth, Husman, & Duggan, 2007). Study skills encompass a broad range of abilities which facilitate academic achievement in an equally broad range of subject areas. Some of the more common study skills strategies student use are motivational techniques, time management skills, note taking skills, test taking skills, organizational skills, and study habit skills (Haynes, 1993). Study skills also include critical thinking skills and the ability to employ logic to solve problems (Devine, 1981). Study skills include the ability to recognize root words in teacher-made and standardized tests (Friedman & Rowls, 1980). Students who manage their study time and learning gain an advantage in higher education over students who have not developed these self-regulated learning strategies (Zimmerman, 1989). Self-regulation is considered critical for academic success. For example, Zimmerman and Martinez-Pons (1988) found that the use of self-regulated strategies was highly correlated with students' academic performance.

### 3. Parents education related to academic performance:

The third hypothesis stated the parents' education is positively related to academic performance of undergraduate students at UME at Battambang province, Cambodia. The study revealed that parents' education is significantly related to academic performance of undergraduate students. The findings indicate the higher a parents' education, the higher the academic performance of the student. The results of this study may be explained by Considine and Zappala (2002) who found that families where the parents are advantaged socially, educationally and economically foster a higher level of achievement in their children. They also found that these parents provide higher levels of psychological support for their children through environments that encourage the development of skills necessary for success at school. The results are also consistent with Hansen and Mastekaasa (2006), who argue that according to the cultural capital theory one could expect students from families who are closest to the academic culture to have greatest success. Parent's socio-economic condition, which includes parents' academic and professional qualify is also associated with academic gain of students. The results of many studies confirmed that academic achievement of students is contingent upon parent's education. So the students belonging from higher social economic backgrounds will perform better than other students associated with low social economic backgrounds. "Social and economic background of student is generally determined by combining parents' education, qualification and income" (Jeynes, 2002). Furthermore, parents with a higher education level typically have more of an opportunity to become more involved in academic success (Bogenschneider, 1997). Parents with lower levels of education may not feel capable of assisting their child or playing a role in his academic life as they may not understand the material or feel comfortable with their abilities (Hill et al., 2002). In contrast, studies show that some parents with lower levels of education do become involved because of a desire for their child to have upward mobility in the world and so their child achieves things they themselves could not (Hill et al., 2002).

## 5.5 Conclusions

The following conclusion are drawn as a result of the research work carried out in the area of academic performance of undergraduate students at University of Management and Economics at Battambang province, Cambodia, which can be drawn from the study:

### 1. Teachers' instructional process and academic performance

The researchers confirmed the research hypothesis, that there is a positive relationship between teachers' instructional process and academic performance of undergraduate students. This point is very important for students' academic performance, putting the honest and all strategies of teaching is a positively to help students' get success in their study.

### 2. Students' learning strategies and academic performance

The researchers confirmed the research hypothesis, that there is a positive relationship between students' learning strategies and academic performance of undergraduate students. Students that have their good of learning strategies and self-regulation of learning can help them to success their good academic performance.

### 3. Parents' education and academic performance

The researchers confirmed the research hypothesis one, that there is a positive relationship between parents' education and academic performance of undergraduate students. Parents are important subject who can incentive the students who want to study, supporting, encouraging and providing good suggestion to their children can help them to get good academic performance.

## 5.6 Recommendations

The following recommendations are offered for related research in the field of education for instructional quality.

### 1. Teachers' instructional process and academic performance

The university of Management and Economics admissions committee should focus strongly and develop directly teachers' instructional process. Therefore the university should properly recruited teachers with good qualification in instruction. Teaching methods and techniques should be used in lesson delivery to enhance effectiveness in teaching and learning. Teachers should ensure that students are well exposed to class activities such as questioning, discussing, practicing work among others to boost their pace of learning. Arrangements should be made by UME to give some training to the teachers on the instructional.

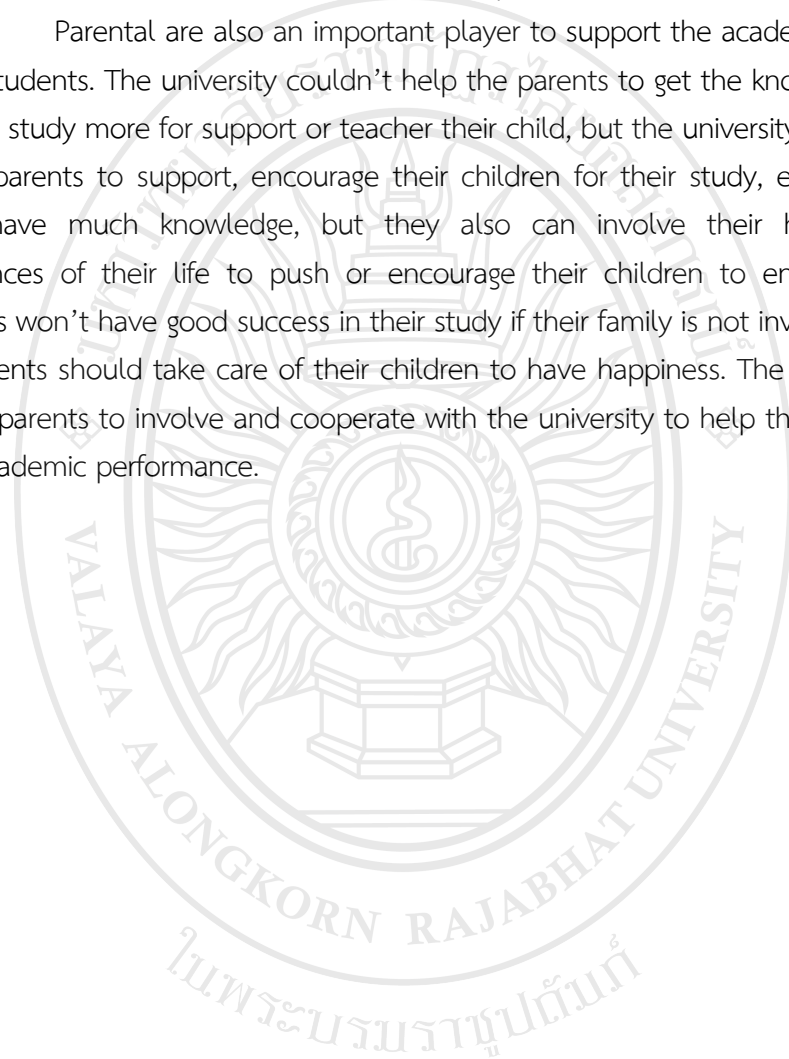
### 2. Students' learning strategies and academic performance

Students' learning strategies are important in determining their academic performance. The UMEs' university should be designed to improve students' learning strategies for all levels to make the teaching and learning process more effective. It is also recommended that courses should be flexible enough to reach a variety of learning strategies. The students should be properly guided and given incentives to

select individual learning strategies that are appropriate and applicable in their environment for them to achieve their personal academic performance. The students should adopt the suitable learning strategies that would be beneficial to their academic performance.

### 3. Parents' education and academic performance

Parental are also an important player to support the academic performance of the students. The university couldn't help the parents to get the knowledge or to tell them to study more for support or teacher their child, but the university should maintain to the parents to support, encourage their children for their study, even though they don't have much knowledge, but they also can involve their heart, mind and experiences of their life to push or encourage their children to engage in learning. Students won't have good success in their study if their family is not involved with them. The parents should take care of their children to have happiness. The university should ask the parents to involve and cooperate with the university to help the students to get good academic performance.



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APPENDIX

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APPENDIX A  
CONSTRUCTION RESEARCH INSTRUMENTS

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### Guidelines for evaluation

The researcher is going to research on topic: “Factors related to Academic Performance of Undergraduate Students at University of Management and Economics, Cambodia”, the purpose of this study is to find out the factors related to academic performance of under graduate students at university of management and economics, Cambodia.

Please put a tick (✓) in the rating box (1, 0, -1) the score to which the items appropriate according to your opinions with operational definition in this research.

- 1 means the item is appropriate  
 0 means not sure  
 -1 means the item is not appropriate

Items	Expert					Total	IOC
	1	2	3	4	5		
<b>1. Students' basic knowledge</b>							
1.1 Students' social understanding can affect academic performance	1	1	1	1	1	5	1
1.2 Students' social understanding is important for teacher to teach effectively	1	1	0	1	1	5	0.8
1.3 Students' basic information can help student and teacher	1	1	1	1	1	5	1
1.4 Students' practical understanding is important for academic performance	1	1	1	1	1	5	1
1.5 Students' theoretical understanding can affect academic performance	1	1	1	1	1	5	1
<b>2. Students' learning experiences</b>							
2.1 A good academic regulation can support academic performance	1	1	1	1	1	5	1
2.2 Non-cheating examination can shape student toward a good quality of academic performance	1	1	0	1	1	5	0.8
2.3 Students' learning experiences can affect academic performance	0	1	1	1	1	5	0.8
2.4 Difference learning experiences can affect difference academic outcome.	1	1	1	1	1	5	1
2.5 Students' learning experiences can support student well	1	1	1	1	1	5	1

Items	Expert						
	1	2	3	4	5	Total	IOC
<b>3. Students' learning strategies</b>							
3.1 Students' learning center can support academic performance affectively	1	1	1	1	1	5	1
3.2 Teacher center can find out academic performance	1	1	1	1	1	5	1
3.3 Students' self-confidential strategies can affect academic performance	1	1	1	1	1	5	1
3.4 Student's self-discipline is important for good academic performance	1	1	1	1	1	5	1
3.5 Good time management is good for student to get well academic performance	1	1	1	1	1	5	1
<b>4. Parental Education</b>							
4.1 Parental higher education can monitor to help children find out good academic performance	1	1	1	1	1	5	1
4.2 Parental advice can support academic performance smoothly	1	1	1	1	1	5	1
4.3 Parental daily communication can shape students toward a good academic performance	0	0	1	1	1	5	0.6
4.4 Parental low education can influence student's academic performance badly	1	1	1	1	1	5	1
<b>5. Parental income</b>							
5.1 A expensive tuition fee can affect academic performance	1	0	1	1	1	5	0.8
5.2 Parental high income can support students' learning successfully	1	1	1	1	1	5	1
5.3 Parental low income can impact students' learning badly	1	1	1	1	1	5	1
5.4 Good living condition of parents can support student to obtain good academic performance	1	1	1	1	1	5	1
5.5 A rich student can have good chances of getting a good learning outcome	1	1	1	1	1	5	1

Items	Expert						
	1	2	3	4	5	Total	IOC
<b>6. Parental attention</b>							
6.1 When parents look after their sons they can motivate them to achieve academic performance	1	1	1	1	1	5	1
6.2 Parental attention given to students leads to better academic performance	1	1	1	1	1	5	1
6.3 Parental monitoring can explain student to have good academic performance	1	1	1	1	1	5	1
6.4 Parental working cooperation with student can bring to a good academic performance	0	1	1	1	1	5	0.8
<b>7. Teachers' qualification</b>							
7.1 Teaching base knowledge can affect academic performance	1	1	1	1	1	5	1
7.2 Teachers' observation can support academic performance	1	1	1	1	1	5	1
7.3 Teachers' assessment can find out the quality of teaching	1	1	1	1	1	5	1
7.4 Higher degree of teacher can provides good academic performance	1	1	1	1	1	5	1
<b>8. Teachers' Experiences</b>							
8.1 A long aged experience in teaching can develop academic performance	1	1	1	1	1	5	1
8.2 Higher level teaching experiences motivate teacher to support academic performance	1	1	1	1	1	5	1
8.3 Teacher experiences in student-center can support academic performance	1	1	1	1	1	5	1
8.4 A long year teaching experiences is important to achieve instructional academic performance	1	1	1	1	1	5	1

Items	Expert						Total	IOC
	1	2	3	4	5			
<b>9. Teachers' Instructional Process</b>								
9.1 Instructional planning monitor the outcome of academic performance	1	1	1	1	1	5	1	
9.2 Instructional process support teacher to assess academic performance	1	1	1	1	1	5	1	
9.3 Student center in teaching methodology can develop the academic performance	1	0	1	1	1	5	0.8	
9.4 Lesson plan is important to lead students to get academic performance	1	1	1	1	1	5	1	
9.5 Teacher center in teaching can support academic performance achievement	1	0	1	1	1	5	0.8	
<b>10. University's Location</b>								
10.1 A good university's environment can affect academic performance	1	1	1	1	1	5	1	
10.2 A urban university can get students to easily achieve good academic performance	1	1	1	1	1	5	1	
10.3 A silence placed university can support academic performance	1	1	1	1	1	5	1	
<b>11. University's Facilities</b>								
11.1 Educational resources can support teacher to achieve teaching quality effectively	1	1	1	1	1	5	1	
11.2 Educational resources are good for students to achieve instructional quality smoothly	1	1	1	1	1	5	1	
11.3 Educational resources are important to support students to achieve instructional quality	1	1	1	1	1	5	1	



Items	Expert						
	1	2	3	4	5	Total	IOC
<b>12. Academic Administration</b>							
12.1 Good university governance can support academic performance	1	1	1	1	1	5	1
12.2 Good curriculum can support the achievement of academic performance goals	1	1	1	1	1	5	1
12.3 Curriculum designing is a key role playing for teacher to achieve academic performance	1	1	1	1	1	5	1
<b>Academic performance</b>							
<b>13. Students' Achievements in Knowledge</b>							
13.1 The experience, test scores, and regular are licensure associated with student achievement	1	1	1	1	1	5	1
13.2 Instructional quality is important for Students' achievement in knowledge	1	1	1	1	1	5	1
13.3 Academic performance can provide knowledge achievement to students	1	1	1	1	1	5	1
<b>14. Desirable of Students' Characteristics</b>							
14.1 Good student characteristic is important for academic performance achievement	1	1	1	1	1	5	1
14.2 Personality of students can support good academic performance	1	1	1	1	1	5	1
14.3 Good behavior and characteristics of students shape effective academic performance	1	1	1	1	1	5	1
14.4 Well-organized student is important for academic performance	1	1	1	1	1	5	1

Items	Expert					Total	IOC
	1	2	3	4	5		
<b>15. Competencies of Professional Skills (Students/Teacher)</b>							
15.1 Students' capacity of learning is a good-criterion for instructional quality	1	1	1	1	1	5	1
15.2 Instructional quality provide professional skills to students	1	1	1	1	1	5	1
15.3 Student experiences can enhance their professional skills	1	1	1	1	1	5	1
15.4 Teaching strategies provide higher academic performance	1	1	1	1	1	5	1
<b>16. Students' Attitude Toward What They have Studied</b>							
16.1 Student attitudes shaped to some extent academic performance	1	1	1	1	1	5	1
16.2 Students' attitude can build effective learning achievement of academic performance	1	1	1	1	1	5	1
16.3 Instructional process can support learning attitudes of students	1	1	1	1	1	5	1
16.4 Parents attention can support students to approach good academic performance	1	1	1	0	1	5	1



APPENDIX B  
RESEARCH QUESTIONNAIRE

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**Title: Factors Related to Academic Performance of Undergraduate Students at University of Management and Economics in Battambang province, Cambodia**

Part I: General Information

Introductions: The researcher is going to research on topic: “Factors Related to Academic Performance of Undergraduate Students at University of Management and Economics, Cambodia”, the purpose of this study is to find out the factors related to academic performance of undergraduate students at university of management and economics, Cambodia.

Please check (✓) in the square  in front of the statement about your personal information.

1. Sex

- Male  
 Female

2. Position

- Student  
 Instructor  
 School administrator

3. Academic year

- Second year  
 Third year  
 Fourth year

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## Part II: consideration

### Questionnaire (For Students)

Please check (✓) in the rating box (1, 2, 3, 4, 5), your opinion levels which best describe your opinions on this statements. The criteria for rating your opinions are as follow;

5 = strongly agree

2 = disagree

4 = agree

1 = strongly disagree

3 = uncertain

Items	Level of Opinions				
	1	2	3	4	5
<b>1. Students' basic knowledge</b>					
1.1 Students' social understanding can affect academic performance					
1.2 Students' social understanding is important for teacher to teach effectively					
1.3 Students' basic information can help student and teacher					
1.4 Students' practical understanding is important for academic performance					
1.5 Students' theoretical understanding can affect academic performance					
<b>2. Students' learning experiences</b>					
2.1 A good academic regulation can support academic performance					
2.2 Non-cheating examination can shape student toward a good quality of academic performance					
2.3 Students' learning experiences can affect academic performance					
2.4 Difference learning experiences can affect difference academic outcome.					
2.5 Students' learning experiences can support student well					

Items	Level of Opinions				
	1	2	3	4	5
<b>3. Students' learning strategies</b>					
3.1 Students' learning center can support academic performance affectively					
3.2 Teacher center can find out academic performance					
3.3 Students' self-confidential strategies can affect academic performance					
3.4 Student's self-discipline is important for good academic performance					
3.5 Good time management is good for student to get well academic performance					
<b>4. Parental Education</b>					
4.1 Parental higher education can monitor to help children find out good academic performance					
4.2 Parental advice can support academic performance smoothly					
4.3 Parental daily communication can shape students toward a good academic performance					
4.4 Parental low education can influence student's academic performance badly					
<b>5. Parental income</b>					
5.1 A expensive tuition fee can affect academic performance					
5.2 Parental high income can support students' learning successfully					
5.3 Parental low income can impact students' learning badly					
5.4 Good living condition of parents can support student to obtain good academic performance					
5.5 A rich student can have good chances of getting a good learning outcome					
<b>6. Parental attention</b>					
6.1 When parents look after their sons they can motivate them to achieve academic performance					
6.2 Parental attention given to students leads to better academic performance					
6.3 Parental monitoring can explain student to have good academic performance					

Items	Level of Opinions				
	1	2	3	4	5
6.4 Parental working cooperation with student can bring to a good academic performance					
<b>7. Teachers' qualification</b>					
7.1 Teaching base knowledge can affect academic performance					
7.2 Teachers' observation can support academic performance					
7.3 Teachers' assessment can find out the quality of teaching					
7.4 Higher degree of teacher can provides good academic performance					
<b>8. Teachers' Experiences</b>					
8.1 A long aged experience in teaching can develop academic performance					
8.2 Higher level teaching experiences motivate teacher to support academic performance					
8.3 Teacher experiences in student-center can support academic performance					
8.4 A long year teaching experiences is important to achieve instructional academic performance					
<b>9. Teachers' Instructional Process</b>					
9.1 Instructional planning monitor the outcome of academic performance					
9.2 Instructional process support teacher to assess academic performance					
9.3 Student center in teaching methodology can develop the academic performance					
9.4 Lesson plan is important to lead students to get academic performance					
9.5 Teacher center in teaching can support academic performance achievement					

Items	Level of Opinions				
	1	2	3	4	5
<b>10. University's Location</b>					
10.1 A good university's environment can affect academic performance					
10.2 A urban university can get students to easily achieve good academic performance					
10.3 A silence placed university can support academic performance					
<b>11. University's Facilities</b>					
11.1 Educational resources can support teacher to achieve teaching quality effectively					
11.2 Educational resources are good for students to achieve instructional quality smoothly					
11.3 Educational resources are important to support students to achieve instructional quality					
<b>12. Academic Administration</b>					
12.1 Good university governance can support academic performance					
12.2 Good curriculum can support the achievement of academic performance goals					
12.3 Curriculum designing is a key role playing for teacher to achieve academic performance					
<b>Academic performance</b>					
<b>13. Students' Achievements in Knowledge</b>					
13.1 The experience, test scores, and regular are licensure associated with student achievement					
13.2 Instructional quality is important for Students' achievement in knowledge					
13.3 Academic performance can provide knowledge achievement to students					
<b>14. Desirable of Students' Characteristics</b>					
14.1 Good student characteristic is important for academic performance achievement					
14.2 Personality of students can support good academic performance					
14.3 Good behavior and characteristics of students shape effective academic performance					



Items	Level of Opinions				
	1	2	3	4	5
14.4 Well-organized student is important for academic performance					
<b>15. Competencies of Professional Skills (Students/Teacher)</b>					
15.1 Students' capacity of learning is a good-criterion for instructional quality					
15.2 Instructional quality provide professional skills to students					
15.3 Student experiences can enhance their professional skills					
15.4 Teaching strategies provide higher academic performance					
<b>16. Students' Attitude Toward What They have Studied</b>					
16.1 Student attitudes shaped to some extent academic performance					
16.2 Students' attitude can build effective learning achievement of academic performance					
16.3 Instructional process can support learning attitudes of students					
16.4 Parents attention can support students to approach good academic performance					

## VITAE

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2014	Master of Business Administration in General Management, UME-Cambodia
2012	Bachelor of Management in Human Resource Management, UME-Cambodia
Experiences	
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